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1992

MINUTES OF THE DEVELOPMENT
COMMITTEE OF THE BOARD OF
EDUCATION FOR THE CITY OF
HAMILTON

JANUARY, 1992

DEVELOPMENT COMMITTEE

URBAN MUNICIPAL

FEB 4 1992

GOV. 'MENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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MINUTES OF THE DEVELOPMENT COMMITTEE
1992 01 09

Present: Mr. G. Korz (Chairman); Trustees Johnston, Mason, Orban, Patenaude, Rodgeron and Cunningham.

Also

Present: Trustees Bishop, Darby, Desmarais, Hicks, Hill, Lowe, Mulholland, Rogers, Stewart and Wilson.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
E. Bond (Superintendent of Program)
M. Quinn (Superintendent of Schools - Area 1)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)

Mr. Korz called the meeting to order and noted regrets were received from Trustee Allen. He then asked for confirmation of the minutes.

Moved by Canon Rogers:

That the minutes of the regular meeting of 1991 12 05 be approved as presented.

CARRIED

G E N E R A L

NEW BUSINESS:

Policy Against Assault
in the School
Environment

Mr. Stockwell provided an overview of the presentation, noting that with the area of safety and security now a growing concern in the school system, the officials considered it appropriate to have a process in place in addressing the issue. He acknowledged the efforts of the committee tasked with the development of the Policy now being presented for the trustees' consideration and approval. Mr. Stockwell then called on Mr. Bryan Schofield, Adjustment Services Co-ordinator and Chair, Policy Against Assault in the School Environment Planning Committee, who reviewed the proposed Policy document with the members.

Mr. Schofield lauded the contribution and co-operation of all the members of the committee involved with the Policy and introduced those members who were in the audience.

Miss Cunningham urged that the police become involved immediately upon any action that contravenes the Criminal Code, i.e. bringing weapons into the school. She asked if the Board's solicitors were involved in the drafting of this Policy, particularly to protect the Board from civil liability.

Mr. Rielly affirmed that the Board's lawyers were involved.

Miss Cunningham emphasized that she would prefer to see schools more ready to involve the police rather than the school principal and staff trying to resolve these serious problems.

Mr. Schofield clarified further that police intervention may be required in situations relating to possession of a weapon and drew attention to Page 13, Section 2: "Assault on Employee(s) by Student(s)" [2.3 Possession of Weapon].

Miss Cunningham acknowledged the intent of the Policy for consideration tonight; however, she felt the Board should have a distinct perspective on those situations involving the Criminal Code. On that basis, she suggested this draft Policy avoids a stronger direction by its counsel of "could". She remarked that the proposed Policy could be a good start but "the Board should be able to look beyond that".

Mr. Schofield replied that the intent of the Policy is to contact the police if the threat is serious and weapons are involved.

Moved by Mr. Mulholland:

That the Policy Against Assault in the School Environment for the Board of Education for the City of Hamilton be approved.

Dr. Johnston echoed the sentiments expressed by Miss Cunningham and affirmed that too much responsibility is being placed on the Principal. He said this should not be the emphasis the Board should be following for legal and other reasons. Dr. Johnston then referred to Page 18 (Section 3.1) where the term "alleged [abuse]" was used while on Page 21 "alleged" did not follow the word "assault". He considered the word "alleged" to be appropriate in both situations.

Mr. Schofield replied that all abuse is alleged until all the investigation is done; he agreed, however, to insert "alleged" in all the sections.

Referring to Page 16 re Section 2.3, "Possess Weapon", Ms. Orban suggested this section could help the schools by expounding on the specific consequences of how the Board deals with the situation. She requested that "guns" be used as one of the examples cited for weapons. Ms. Orban requested the inclusion of a section dealing with security of the environment of Board premises "after hours".

Mr. Schofield said the committee will incorporate Ms. Orban's suggestions in the appropriate sections of the Policy. He noted, however, that Mr. Aurini, Principal at Sir John A. Macdonald Secondary School, is Chairing a committee looking at safe schools and that the "secure environment" will be addressed in that paper.

In response to Ms. Orban's query, Mr. Schofield agreed to communicate with the Ministry of Education's Community Education and Outreach branch.

Mrs. Rodgeron expressed appreciation for the report, considering it to be timely at this point.

Mr. Schofield replied to Mrs. Rodgeron that emotional abuse/assault, as reference on Page 18, may be difficult to

define. He emphasized, however, that the Hamilton Board does not establish that abuse has occurred; rather, it is the Board's obligation to report any suspicion of abuse with the responsibility of determining such resting with the Children's Aid Society.

Mrs. Rodgerson said Board staff should have a clear understanding of the term "emotional abuse" in order to be effective in recognizing and handling any situation which may arise. She questioned why it was incorporated into this Policy when there is not a clear definition.

Mrs. Mason said it is unfortunate that often the school children are more aware than the school authorities about troubles and offenses committed among their peers in the school.

Mr. Schofield confirmed that sporting events are covered by this Policy by virtue of the Education Act which declares such as part of the school environment. This Policy also applies to groups renting the use of Board buildings.

Mr. Hicks referred to Page 12 and questioned the reaction of the Federations relative to "stopping fights".

Mr. Schofield replied that the Federations do not feel the staff should become physically involved in fights; if a situation goes beyond the authority of the Principal, the police should be involved. He added that much discussion has taken place around this issue and that Page 12 represents a consensus of all the Committee members.

Mr. Rielly affirmed that "Trespassing" as noted in Section 4 will be considered at the 1992 01 26 Secondary School Principals' meeting.

In light of concerns raised about emotional abuse/assault, Ms. Wilson inquired if provisions could be made in the schools for meetings in which the needs of the children experiencing emotional abuse/assault could be discussed. She felt this should be incorporated in the Policy document to ensure help is provided.

Mr. Schofield replied that the D.A.R.T. (Diagnostic and Remedial Team) meetings would provide such an opportunity for identifying and documenting those concerns. He added that this direction would be covered under another document rather than incorporated into this Policy.

Mrs. Rodgerson cited the relationship between the teacher and the class, e.g. student-teacher dispute. She said emotional abuse/assault could be used in such situations as one criteria for complaint. Mrs. Rodgerson envisioned children will become well informed and educated on such legal provisions and their rights relating to this issue.

Mr. Schofield assured Mrs. Rodgerson that this is the thrust being pursued by the Children's Aid Society and agreed that the term needs to be better defined.

Ms. Patenaude advised that the "Handbook for the Prevention of Family Violence" (copy available at the Trustees' Lounge), which was a Tri-Board project, provides an excellent definition of emotional abuse/assault.

Mr. Mulholland considered the police officer to be the most authoritative figure in the community. To make them visible to the school children, he suggested extending an invitation to establish a base of operation in the schools, where space is available.

Mr. Rielly agreed that this was an excellent direction. He noted that he has had discussions with the Chief of Police and has given a verbal commitment with respect to this concept and in any other way the Board can assist.

Mr. Korz noted that Mr. Schofield has agreed to amend the document as per the comments and concerns raised by the members relative to the Policy.

Mr. Korz read the motion as follows:

That the Policy Against Assault in the School Environment for the Board of Education for the City of Hamilton, as amended, be approved.

The motion was voted on and was CARRIED.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Response to the Early Years Consultation Document

For the benefit of the new trustees, Mr. Rielly explained briefly the Board-approved process of responding to various program requests originating from the Ministry of Education.

In providing an overview of the Response paper, Mr. Rielly noted that a draft document was being presented and that any comments or suggestions from the trustees may be incorporated prior to the submission of the document to the Ministry.

Ms. Shelagh Simpson, Primary Consultant, Junior Kindergarten and Early Identification, reviewed the report.

Ms. Simpson clarified for Dr. Johnston that the Ministry developed the questionnaire relating to this document.

In response to Dr. Johnston's question relative to the Board's understanding of the Ministry's repetitive use of the term "direction", Ms. Simpson affirmed that many of the groups which responded agreed it was a vague term. Concern was also expressed about the terms "Policy", "direction" and "guidelines" which seemed to be used interchangeably. It was left to the individual groups to use whatever interpretation they saw appropriate to the issue.

Ms. Simpson, in reply to Dr. Johnston's question, said "No Comments" were submitted on Issue 16 (Page 56) as Hamilton does not have a kindergarten program for French as a First Language. She clarified that the separate responses shown in some areas of the report are simply the difference in responses from the various groups as they discussed the issues.

Moved by Dr. Johnston:

That the response to the Early Years Consultation Document be approved as the Hamilton Board of Education's response to the Ministry of Education's Consultation document, The Early Years.

Mrs. Bishop noted that the report emphasizes the role the Province plays in establishing standards. In expressing her general agreement with the issues raised and the responses, Mrs. Bishop highlighted the following: (a) Issue 3 (Page 40), there is need for more initiative in the provision of play areas; (b) Issue 6 (Page 43), it is important to include the first language of the student in the storybooks in junior kindergarten; (c) Issue 9 (Page 48), the Board should emphasize its role of delivering programs and services in conjunction with that of the community agencies, e.g. integration of specialized services with agencies, Tri-Board co-ordination on program delivery, etc.; (d) Page 49 - add the words "this needs urgent consideration" to the first bullet; (e) Page 51 - she added her support to the need to clarify the standards and guidelines of the Day Nurseries Act and the Education Act.; and (f) Issue 12 (Page 52), shared development should be emphasized in Teacher Education, particularly among the teachers.

Mr. Mulholland, referring to Issue 11 on Page 51, stated that he supported the Day Nurseries Act as it stands and that the Education Act should be changed accordingly.

Ms. Simpson clarified that the responses in the report are from the groups as listed on page 35. The Ministry distributed the same document to other educational institutions such as Community Colleges.

Mr. Mulholland stated his reluctance to support the document if it means that by so doing the Board is endorsing the comments by the various groups. Mrs. Rodgersson echoed his concerns that the Ministry could implement some of the directions based on the comments.

Ms. Simpson replied that the response from the Hamilton Board will be one of hundreds of similar reports and will be used by the Ministry as a basis for discussion as the Ministry formulates Policy.

Ms. Orban suggested that this response to the Ministry's request does not mean Board-endorsed policy issues.

The Chairman clarified for Ms. Orban that the requirement from the Ministry of Education at this point is the submission of a response.

Mr. Desmarais felt it would be appropriate to change "No responses" for Issue 4 (Page 41) to "Not Applicable".

Although she acknowledged the efforts of the officials and staff in preparing the response document, Miss Cunningham said she could not support the motion as the approval of the document may give the perception that the Hamilton Board supports the initiatives and issues contained in the Ministry's consultation paper.

Dr. Johnston perceived the document to be seeking views on the questions provided and, while agreeing that he could not support all aspects of the responses, he could support forwarding it to the Ministry.

To avoid any misconception as to the Board's position on this document, Mr. Mulholland felt it appropriate to send an accompanying letter which expresses that this paper was not totally endorsed by the members of the Board. The report represents employees' response to the questionnaire but the elected officials assume no responsibility to this response.

Moved in amendment by Mr. Mulholland:

That the response to the Early Years Consultation Document be forwarded to the Ministry of Education with an accompanying letter stating that the responses were not totally endorsed by the members of the Board.

Mr. Rielly offered that responses from the trustees could be incorporated into the document, i.e. concerns about costs.

Ms. Wilson and Mr. Hicks expressed concerns with approving the document. Ms. Wilson agreed to the earlier suggestion of sending an accompanying letter to the Ministry; however, she wondered if the specific findings could be excluded from the submission so that these would not be entered into the Ministry's computer mainframe.

Mrs. Lowe suggested that there was more depth to the Ministry's questionnaire than it being just another survey. She expressed her reluctance to submit the responses to the questionnaire and emphasized the importance that the covering letter specifically articulate the concerns of the trustees.

Mr. Rielly confirmed that the covering letter to the Ministry would be developed in consultation with the Chairman of the Board.

Miss Cunningham felt the Ministry should be told specifically that there will be no new initiatives undertaken at this time in view of the many cutbacks that are under consideration.

Mrs. Bishop pointed to the absence of monetary implications with many of the responses provided. She suggested that, where there is a monetary component, the trustees' concerns that new developments should be accompanied by

the appropriate grants and financial support must be addressed. Mrs. Bishop stressed that this response paper is an important document.

Mr. Mulholland reiterated his concerns with submitting the document to the Ministry and said he wished to withdraw his amendment.

The Chairman called a vote on withdrawing the amendment and it was Carried.

Moved in amendment by Ms. Wilson:

That a letter outlining the concerns of the trustees of the Board accompany the response to the Early years Consultation Document. LOST

To meet the Ministry's submission deadline and alleviate the members' dilemma, Mr. Hicks thought it best to receive the response document for information and submit it to the Ministry of Education as is.

Moved by Mr. Hicks:

That the response to The Early Years Consultation Document be received for information and forwarded to the Ministry of Education.

Trustees Orban and Rodgerson expressed their opposition to the motion. Mrs. Rodgerson was concerned that the information provided by the Board would be entered into the Ministry's data base and the Board's opposition would be lost in the process.

Mrs. Bishop contended the information from the Hamilton Board will be among data gathered from the other respondents which the Ministry will utilize in setting a general framework and not specific directions. She suggested that, if the trustees are concerned about the contents, they form a committee to review each response and add additional comments. Mrs. Bishop emphasized the importance of providing a response to the Ministry.

Mr. Mulholland recalled there were other documents from the Ministry of Education to which the Board has not responded.

The motion was voted on and was LOST.

Moved by Ms. Wilson:

That the responses to the Early Years Consultation Document be summarized in a letter to the Ministry of Education, incorporating the comments from this evening's meeting.

Mrs. Lowe wondered how the findings would be summarized, noting the challenge this would be for the officials.

Mrs. Rodgerson suggested including a copy of the minutes with the accompanying letter in order to communicate to the Ministry the Board's concerns relating to the Early Years Consultation document.

In light of the members' ambivalence in approving the Board's response to the Early Years Consultation document, Miss E. Bond, Superintendent of Program, clarified for Miss Cunningham that including only those issues which have the Board's consensus and approval in the submission to the Ministry may be a better alternative at this time.

Mr. Korz interpreted Miss Bond's suggestion as selecting only those sections of the report which the trustees consider as appropriate. He remarked that the individual groups which formed the response teams could send their own submission without Board approval.

Noting the absence of consensus at this point, Miss Cunningham considered a motion to table to be in order.

Moved by Miss Cunningham:

That the following motion regarding the response to the Early Years Consultation Document be tabled to the February meeting of the Development Committee:

That the responses to the Early Years Consultation Document be summarized in a letter to the Ministry of Education, incorporating the comments from this evening's meeting. CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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FEBRUARY, 1992

DEVELOPMENT COMMITTEE

URBAN MUNICIPAL
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GOV. DOCUMENT

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



1911-1912

The first of the series of lectures on the history of the world was given by Mr. J. H. P. [unclear] on the 1st of October. The lecture was very interesting and was well attended.

The second lecture was given by Mr. J. H. P. [unclear] on the 8th of October. The lecture was very interesting and was well attended.

The third lecture was given by Mr. J. H. P. [unclear] on the 15th of October. The lecture was very interesting and was well attended.

The fourth lecture was given by Mr. J. H. P. [unclear] on the 22nd of October. The lecture was very interesting and was well attended.

The fifth lecture was given by Mr. J. H. P. [unclear] on the 29th of October. The lecture was very interesting and was well attended.

The sixth lecture was given by Mr. J. H. P. [unclear] on the 5th of November. The lecture was very interesting and was well attended.

The seventh lecture was given by Mr. J. H. P. [unclear] on the 12th of November. The lecture was very interesting and was well attended.

The eighth lecture was given by Mr. J. H. P. [unclear] on the 19th of November. The lecture was very interesting and was well attended.



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STATIONARY COMMITTEE

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STATIONARY COMMITTEE

STATIONARY COMMITTEE

1. Stationary Committee

MINUTES OF THE DEVELOPMENT COMMITTEE
1992 02 06

Present: Mr. G. Korz (Chairman); Trustees Johnston, Mason, Orban, Patenaude, Rodgeron and Cunningham.

Also

Present: Trustees Bishop, Hicks, Hill, Lowe, Mulholland, Rogers, Stewart and Wilson.

Officials

Present: A. L. Stockwell (Associate Director of Education)
E. Bond (Superintendent of Program)
M. Quinn (Superintendent of Schools - Area 1)
R. Binns (Superintendent of Schools - Area 3)

Mr. Korz called the meeting to order and noted regrets were received from Trustees Allen and Darby. He then asked for confirmation of the minutes.

Moved by Dr. Johnston:

That the minutes of the regular meeting of 1992 01 09 be approved as presented.
CARRIED

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Integrated Training and
Apprenticeship Program
(SWAP)

Mr. Stockwell, in providing an overview, stated that the Integrated Training and Apprenticeship Program is one of the many programs in which the Hamilton Board of Education should take pride as it is linking education with first-hand, on-the-job training experience. Mr. Stockwell then called on Mr. Jim Kerr, Technological Studies Coordinator, and Mr. Bill Brown, Co-operative Education Consultant, to provide some details relating to the progress of the program.

Mr. Kerr presented the Report.

Dr. Johnston offered his congratulations to those involved with this innovative program. He perceived the Board to be on track with this undertaking in light of the Ministry of Education's prompt approval of the program.

Mr. Kerr, in response to Dr. Johnston's request, explained further the mechanics of the program, highlighting the credit requirements and the procedure for upgrading student skills. Mr. Brown then discussed the Co-operative Education aspect of the program.

In reply to a further query from Dr. Johnston, Mr. Kerr clarified that the selected students have been placed in the workplace and by mid-May the successful candidates will formally sign their apprenticeship papers. He expressed optimism that these students will be highly trained when they are awarded their apprenticeship at the end of the program. Mr. Kerr mentioned that the representatives from the Hamilton District Autobody Repair Association (H.A.R.A.) were impressed with their observation of Parkview Secondary School and discussions with the students during a visit to the school.

Moved by Dr. Johnston:

That the Update regarding the Integrated Training and Apprenticeship Program (SWAP) be received for information.

Mr. Stewart expressed concern that the 50 student candidates came from the composite schools and none were from the vocational schools.

Mr. Kerr said two vocational students applied; however, a General level or above is required in this program for Ministry funding. He noted that a student who takes Basic level autobody along with General level academic subjects could qualify for the program.

Mr. Kerr clarified for Mrs. Hill that the program would be offered again next Fall. He said the students (approximately 30 to 40) on the waiting list will be encouraged to re-apply and that more applicants are expected next year.

In reaction to Mrs. Hill's question, Mr. Kerr advised that there are "left-over" funds because H.A.R.A. hired its own co-ordinators. He said the program could be offered again at no cost to the Board.

Mr. Stewart urged that vocational students be considered next year.

Mr. Kerr reiterated that two vocational school students did apply; however, the difficulty came during the selection process when a large number of good candidates applied. He emphasized that it was not just because these students were from a vocational school that they were not accepted.

The motion was put to a vote and was CARRIED.

The Chairman, on behalf of the Development Committee, thanked the presenters.

Native Education Project

Mr. Rick Binns presented the report.

In response to Mrs. Hill's request for the percentage of schools that have a "significant population" of Native students, Mr. Binns advised that the data gathering process is still on-going, noting that it is by way of information from teachers and principals rather than a comprehensive questionnaire to the community. He added that this strategy has the support of the Indian Centre. The Ministry of Education has deemed 15 students or more to represent a "significant population" and there are a couple of schools that have been identified as having 30 to 40 Native students.

Mr. Binns, in reply to Mrs. Hill's question, traced the changes in the curriculum direction for Native students based on the move away from the assimilation and integration of Native peoples and the move towards self-government in many areas.

Mr. Binns replied to a question that this proposal represents no direct costs to the Board. The reference to minimal costs in the report relates to staff time for planning, along with some allowance for things such as coffee for meetings. The program would function within the normal operating school budget and any direction above and beyond the one before the trustees this evening that had financial implications would have to be funded through outside sources.

Canon Rogers commended the report and expressed his support for participating with the native community in this educational process.

Moved by Canon Rogers:

That an Elementary Native Studies Curriculum Project co-operatively developed by the Hamilton Regional Indian Centre (H.R.I.C.) and the Hamilton Board of Education be approved.

Mr. Binns responded to Ms. Orban that while the officials did pursue the possibility of a Tri-Board involvement as suggested during the presentation of the last proposal, the Indian Centre has indicated that it prefers to work within the City limits of Hamilton where the concentration of Native population exists.

When Ms. Orban pointed out that students have traditionally been taught about Native Indians, Mr. Binns explained that the proposed curriculum on Native Education will be presented from a different perspective, i.e. the role of Native Indians, and will represent a more balanced approach of this role in Canadian history.

Responding to Mrs. Rodgerson's inquiry, Mr. Binns clarified that there is no guarantee that funding is forthcoming from the Ministry for the program; however, if funds are available, the Ministry will release the money on a yearly basis. He noted that the program will continue on a one-year basis as long as the Board receives funding.

Replying to a further query from Mrs. Rodgerson, Mr. Binns stated that H.R.I.C. has some curriculum materials but does not have the provisions to offer Native education courses.

Although expressing sympathy for the Native people, Mrs. Rodgerson envisioned the Board being approached by other "distinct" groups in the community and cautioned that the Hamilton Board could be setting a precedent with the approval of the recommendation tonight.

Mr. Binns reminded the members that Native people are different from other groups who have come to settle in Canada and that the other groups have not been given the same level of recognition by the Federal government.

Mr. Binns clarified for Mrs. Bishop that the implementation program, along with appropriate evaluation instruments, will be developed with the teachers providing feedback. In

answer to Mrs. Bishop's request, Mr. Binns agreed to bring to this Committee future updates relating to the progress of the program.

Mrs. Bishop endorsed the recommendation and felt it is the Board's responsibility to offer added learning in light of previous unsuccessful programs extended to Native peoples.

Mrs. Hill inquired about the man hours involved in this program, i.e. Program and Research Departments, the Superintendent's office, etc.

Mr. Binns clarified that, at this point, the program involves two curriculum units as opposed to a full scale program, thereby not demanding the usual amount of workload.

Responding to Mrs. Hill's question, Mr. Binns noted that about up to 10 classes are proposed for the pilot.

Mrs. Mason thanked Mr. Binns and his staff for their efforts relating to this undertaking. She was impressed with the insights provided and was optimistic the program would work, particularly in addressing the increasing dropout rates among the Native student population.

In speaking to Mr. Hicks' concerns, Mr. Binns clarified that the instructional materials required will be accessed within the school's normal operating budget and will be subject to the approval of the respective Superintendent of Schools. Mr. Binns advised further that approval of the recommendation tonight would cover the program until June, 1993 and that a report regarding future directions would be brought to the Board for consideration.

Mr. Hicks requested that the program's total costing be included in the 1993-1994 report. In addition, he hoped the pilot project would not raise the expectations among the Native community.

Mr. Mulholland shared Mr. Hicks' concerns and recalled the members' consensus pertaining to cutbacks which would affect the system. While supporting the concept of the proposal, he questioned the logic of adding anything new to the system no matter how little cost was involved.

Ms. Orban hoped the program would eventually be integrated into the existing curriculum and felt the resource materials would be helpful to all teachers.

Mrs. Mason pointed to the severe dropout rate among Native students and the broader aspect of this proposal - that the Board would be doing the responsible thing to meet the needs of these students through the approval of this program.

The question was called and was LOST.

Responding to Mrs. Hill's query, Mr. Binns explained that some aspects of the Environmental Studies in Native

Education would relate to traditional practices and customs of these people.

Mr. Binns assured Ms. Wilson that all available resource materials within and outside the system would be explored to facilitate this project.

The motion was put to a vote and was LOST.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Response to the Early Years Consultation Document

The Chairman noted that this agenda item was tabled at the January meeting of the Development Committee and would require a motion to lift it from the table.

Moved by Mrs. Hill:

That the Response to the Early Years Consultation Document be lifted from the table. CARRIED

Mrs. Bishop suggested the members concentrate the debate on the issues identified as contentious, e.g. Issues 1, 9, 10 and 11.

The Chairman proposed reviewing the issues one by one with the trustees raising their concerns as appropriate to the issues.

In reviewing Issue #1, Mrs. Simpson, Primary Consultant, Junior and Senior Kindergarten Identification, responded to Mrs. Hill's question that the staff respondents found the Ministry's reference to "play a role" in the questionnaire to be ambiguous. However, it was assumed that the Ministry of Education was asking for clarification and direction on the kind of role people think the Ministry should play in the various areas.

Ms. Rawsthorn, Primary Junior Co-ordinator, confirmed that the response from the staff has not been sent to the Ministry.

Moved by Mr. Stewart:

That Issue #1 in the Response to The Early Years Consultation Paper of the Ministry of Education be accepted.

Mrs. Bishop recommended moving the following comment on Page 37 (Issue 1 - Comments) to become the first statement following the Comments question: "The Ministry of Education should not mandate that local school boards establish these linking programs without the proper funding or grant support". She felt this would emphasize to the Ministry of Education the members' concerns relating to funding.

Mrs. Simpson agreed to accommodate Mrs. Bishop's suggestion.

Mrs. Simpson explained for Mrs. Hill that the comments listed are as submitted by the respondents and that the Yes/No responses are recorded in percentages for each issue presented in the response paper.

Mr. Mulholland suggested that there be two columns on page 36 to reflect the Yes/No responses from the staff and the Yes/No responses from the trustees in order to compare the degree of support from the system with the degree of support by the Board members.

Mr. Korz agreed to proceed as outlined by Mr. Mulholland.

Moved in amendment by Mrs. Bishop:

That the following be incorporated into the section on Comments of Issue 1 of the Response to The Early Years Consultation Paper of the Ministry of Education:

"The term "play a role" causes some concern to the Board. It is interpreted here as facilitating access to programs on working collaboratively with the community without any new direct cost to the Board."

When Ms. Wilson expressed concern with the information contained in the response paper, particularly those issues having financial implications, Mr. Korz suggested that approval was more of a philosophical stand rather than an indication that the Board was prepared to finance these directions.

Mrs. Rodgeron wondered whether the addition of the Board's comments would fit into the Ministry's database. Noting that many of the things in the document represent a "socialist's wish list", she observed a drifting away from education into an area of social work.

In assessing the debate, Dr. Johnston felt that two separate submissions from the Hamilton Board were necessary. He suggested the members accept the response document as it is and that it be forwarded to the Ministry as the response from staff. Dr. Johnston then suggested that blank questionnaires be sent to the trustees for their responses and that the staff tabulate the responses and bring back a report for consideration by the members at the next meeting of this Committee.

Miss Bond, at Miss Cunningham's request, appraised the members' dilemma to be focused on both the intent and financial implications of the issues outlined in the response paper. Referring to the financial implications, she noted the members' concern that the Response Document reflect the proviso that the Hamilton Board may be supportive of the programs listed in the document if the government provides the necessary funding to implement these programs. Miss Bond also acknowledged that several terms in the document are vague, e.g. "mandate", "provincial policy", etc. She suggested the members may wish to develop a letter outlining their concerns on the contentious areas of the document and communicate their position on these to the Ministry.

Ms. Orban felt, however, that it was incumbent on the Board to respond to this document and that the staff responses be submitted. Ms. Orban expressed her willingness to accept the report for information and submission to the Ministry.

In response to concerns that the Ministry's computer program will not permit the additional responses from the Board, Miss Bond advised that the trustees' responses will be appropriately recorded by the Ministry in its tabulating of all responses.

In response to members' question as to the motion under debate, the Chairman referred to Mr. Stewart's motion to accept Issue #1.

Miss Cunningham agreed with Dr. Johnston's earlier suggestion of separate submissions from the Hamilton Board - staff and Board members. She emphasized her unwillingness to send the response document on the table as the response of the Hamilton Board of Education.

Dr. Johnston felt the trustees should not base their responses on the funding aspects of some of the issues reflected in the consultation paper.

Moved in amendment by Dr. Johnston:

That the following recommendations regarding the Response to The Early Years Consultation Document be approved:

(a) That the response to The Early Years Consultation Document be forwarded to the Ministry of Education as the staff's response to the Ministry's Consultation document, The Early Years.

(b) That blank questionnaires be sent to each trustee for his/her completion and that the responses be tabulated by staff and presented for consideration at the March meeting of the Development Committee.

Mr. Stockwell clarified that the timeline for the submission of the response paper is 1992 02 28.

Ms. Wilson noted the hours spent debating this issue. She recalled her motion at the January meeting which called for a summary of the responses in a letter to the Ministry of Education as well as incorporating the members' concerns in that letter.

The question was called and was LOST.

Dr. Johnston confirmed that the intent of his amendment is to tabulate and record the trustees' responses in the same manner and format as the Ministry has requested.

In light of the document being a consultation paper, Mrs. Bishop said that unanimity in the Board's response is not necessary, noting that there were differing views reflected in the various staff responses. Mrs. Bishop reminded the

members that the document is an attempt by the Ministry to gather the range of opinions within the Province. The Board could highlight its concerns, particularly those pertaining to financial implications, in its submission.

Mrs. Hill noted that the Board is doing most of the items listed in Issue #1; however, she considered the trustees' concern to be focused on the cost to the taxpayers that each issue represented.

Mrs. Rodgers emphasized the importance of ensuring that the members' collective opinions are counted and included as the trustees are the representatives of the community.

Ms. Orban requested that the Ministry be informed that the first submission is the response of the staff of the Hamilton Board of Education and that a second submission is forthcoming in which the trustees' responses will be outlined.

To alleviate the members' concerns, Miss Bond gave assurance that the responses of staff would be recorded as such. She noted that the Ministry of Education is gathering as much information as possible and that the additional submission reflecting the Hamilton Board members' responses will be most welcome.

The amendment was put to a vote and was CARRIED.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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DEVELOPMENT COMMITTEE

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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MINUTES OF THE DEVELOPMENT COMMITTEE
1992 03 05

Present: Mr. G. Korz (Chairman); Trustees Johnston, Mason, Orban, Patenaude, Rodgeron and Cunningham.

Also

Present: Trustees Bishop, Darby, Desmarais, Hicks, Lowe, Mulholland, Rogers, Stewart and Wilson.

Officials

Present: K. Rielly (Director of Education and Secretary)
B. Sinclair (Superintendent of Human Resources)
E. Bond (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area One)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)

Mr. Korz called the meeting to order and noted regrets were received from Trustees Allen and Hill. He then asked for confirmation of the minutes.

Moved by Canon Rogers:

That the minutes of the regular meeting of 1992 02 06 be approved as presented.
CARRIED

Mr. Korz advised that the World Day of Prayer will be observed on 1992 03 10 and called on Dr. Johnston who led the members in prayer.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Presentation and Workshop
on Race Relations Policy

Mr. Korz said the report tonight would be discussed in a one-hour workshop and be brought back for approval at the April meeting of the Development Committee. The members then proceeded to the Lower Auditorium to facilitate small group discussions, after which they returned to the Board Room.

It was agreed:

That the Report re Race Relations and Ethnocultural Equity Policy be received for information.

Program Department
Strategic Planning -
Special Education Action
Team Report

Miss Bond gave an overview of the report, noting that when Special Education was being reviewed as part of the Program Department's strategic planning in the Spring of 1991, six Special Education Action Teams were formed to examine the issues related to program for exceptional students. She introduced the Chairs and Co-Chairs of these Action Teams, who were in the audience and expressed her special thanks for their leadership, time and commitment. She then called on Ms. Diane Rawsthorn, Primary Junior Co-ordinator, and Mr. Chuck Taylor, Principal - Fairfield Elementary School, to present the details of the report.

Ms. Rawsthorn traced the development process undertaken by each of the Action Teams in preparing their working papers for submission to the Special Education Core Team. She noted the significant degree of commonality emerging from the findings of the Action Teams.

Ms. Rawsthorn and Mr. Taylor then discussed the 15 common and interdependent beliefs upon which the recommendations contained in the Report of the Special Education Action Teams were based (see Pages 17 and 18 of the report).

Miss Bond concluded that the recommendations contained in the report should be looked at as a focus for implementation, noting that the reports of some other Action Teams, e.g. Staff Development Action Team, Program Accountability Action Team, etc. coincide with many of these recommendations. She added that the intent is to have an area of focus to pool together the commonalities and develop an Action Plan. The Action Plan Teams is looking at putting some of the things together as soon as possible.

Mr. Korz requested that the members ask questions related to this evening's presentation, noting that further questions and debate on the actual recommendations will take place at next month's meeting.

Mrs. Mason complimented the system on a document which encourages many valuable changes to better meet the needs of students including a provision of a wide range of programs and the expansion of the DART process as well as encouraging partnership between the community, home, school and system. However, she indicated she had some concerns with the findings and recommendations in the document and outlined her concerns as follows: .the feasibility of integrating students with special needs in the regular classroom; very high and unrealistic expectations for the teacher relative to the integration plan; the need for teachers with high degrees of expertise in the areas of specific learning disabilities or high intellectual abilities; the impact on the Board's budget to adequately train each teacher to properly educate these exceptionalities in the regular classroom. As a member of one of the Action Teams, Mrs. Mason expressed concern that their work is not adequately reflected in the document citing that many of the basic premises which influenced their recommendations were either missing, vague or ambiguous, i.e. there are some fundamental differences between the various groups.

Moved by Mrs. Mason:

That the Report of the Special Education Action Teams (Program Department Strategic Planning Directions Paper) be referred back to each Action Team for discussion and amendment.

Mrs. Bishop, while agreeing that the process had some weaknesses, pointed to the opportunity for input from those involved in Action Teams when the draft document was collectively presented to them. She noted that she had initial difficulties with the draft but added that most have been addressed through the process. Questioning the value of sending back the report to the Action Teams for discussion and amendment, she opposed the motion and suggested it was now time to debate the report, both here

at the Development Committee and at the Special Education Advisory Committee.

Dr. Johnston was also opposed to the motion. If the motion on the floor was defeated, he signified his intention to make a motion to receive the report for information with the recommendations coming back for consideration at the April Development Committee meeting.

Mr. Stewart expressed his opposition to the motion as being detrimental to the system, particularly the staff responsible for the report.

Miss Bond clarified for Ms. Patenaude that the Special Education Advisory Committee's (SEAC) recent workshop dealt with the consultation paper on Integration which originated from the Ministry of Education. She said the focus of this document is on mandated versus "encouraged" Integration while the Report of the Special Education Action Teams is focused to the Board's provision of a range of services to its students.

Ms. Patenaude opposed the referral motion, noting the report reflected a lot of work from many people.

Mr. Korz clarified that this report is on the SEAC agenda for Wednesday, 1992 03 11.

Miss Bond said that, through the Consultation Process on Integration, the Ministry hopes to better understand people's feeling about integration and clarified that it in no way precludes the parents' choice of a segregated or integrated setting.

At Ms. Wilson's request, Miss Bond explained that integration is a process whereby a student is placed in a special class for the majority of the day but then integrated to meet other needs. She added that it is not just taking a student from a special class and putting him/her into a regular class but that it is a process over a period of time.

Mrs. Mason found the report to be ambiguous with the concept of Integration, i.e. educating exceptional students in their neighbourhood schools as well as self-contained classes. She felt the work of the Special Education Core Team has not been adequately reflected in the report and questioned that they had a hand in writing the report, as indicated.

The motion was voted on and was LOST.

Moved by Mrs. Bishop:

That the Report of the Special Education Action Teams be referred to the Special Education Advisory Committee (SEAC).

Mrs. Bishop said her motion is consistent with past practice of the Board, specifying SEAC's right to make recommendations to the Board on all aspects of special education. In addition, she viewed procedural difficulties

in having two Committees dealing with the same report simultaneously.

Miss Bond said it is her understanding that this Report is going to SEAC next week and their recommendations will be brought back to the April Development Committee meeting for consideration as part of the Report.

Although appreciating Mrs. Bishop's concerns that the Report has implications for SEAC, Mr. Korz ruled the motion out of order as one of the purposes of the Development Committee is to review Action Team Reports.

Mrs. Bishop challenged the Chair. She reiterated the provisions of Section 76 of the Education Act as clearly reflecting the right of SEAC to make recommendations to the Board on all matters relating to special education.

The challenge was put to a vote and was CARRIED.

Dr. Johnston suggested he would like to receive the report for information as well as referring it to SEAC. In addition, he felt it should be specified that SEAC report back in April.

Clarifying that it was not the intent of her motion to delay the consideration of the Report but rather to ensure things are done properly, Mrs. Bishop could not assure that SEAC would be able to bring back a report to the 1992 04 02 Development Committee meeting.

Although acknowledging Mrs. Bishop's views, Miss Cunningham felt the trustees, as the decision makers of the Board, should have the opportunity to review the report and its recommendations first. Miss Cunningham affirmed the appropriateness of sending the report to SEAC for input as it is usual practice for the committee to look at special education issues and provide input; however, she considered the motion redundant in light of common knowledge that the report will be presented to SEAC next week.

Noting Mrs. Bishop's statement of not intending to delay the report by her motion, Mr. Stewart felt this would indeed be the end result of the referral motion.

Mr. Desmarais agreed with Mr. Stewart's views and was concerned that SEAC could request that they be allowed enough time to review the report.

Dr. Johnston felt it appropriate to receive the report for information and said he would be prepared to make that amendment.

In response to the Chairman's query, Mrs. Bishop agreed to incorporate Dr. Johnston's suggestion in her motion.

Mr. Desmarais requested a separate vote on the two aspects of the motion.

The Chairman requested direction from the members and it was agreed to conduct separate voting.

Ms. Wilson expressed her preference to have as much information and input available as possible in order to have the best delivery model for the Board.

Moved in amendment by Ms. Orban:

That SEAC report back to the 1992 04 02 Development Committee meeting.

Mrs. Lowe felt enough time was spent debating the issue. Referring back to Mrs. Mason's earlier motion, Mrs. Lowe expressed her appreciation for her views, particularly the rationale of the motion, which she considered well prepared and sincerely made. She expressed hope that Mrs. Mason's concerns would be considered and addressed in the forthcoming report from SEAC.

The amendment was put to a vote and was CARRIED.

The motion, as amended, was voted on as follows:

(a) That the report be received for information.

CARRIED

(b) That the report be referred to the Special Education Advisory Committee (SEAC) and that a report be brought back to the 1992 04 02 Development Committee meeting.

CARRIED

NEW BUSINESS:

May Meeting Date

Mr. Korz advised that there has been a request to re-schedule the May meeting of the Development Committee in light of Education Week.

Moved by Ms. Patenaude:

That, due to Education Week, the May, 1992 meeting of the Development Committee be rescheduled to Monday, 1992 05 11 at 18:15 hours.

CARRIED

Site-Based Management

At this point, Miss Cunningham raised the topic of Site Based Management.

Miss Cunningham recalled that at a Development Committee meeting in the Spring of 1991, a presentation was started on Site-Based Management and a motion to accept a partial report for information only was adopted. While ideas and potential directions of Site-Based Management continue to be developed and explored with many constituent groups, there has been nothing further discussed about Site-Based Management with the trustees.

Miss Cunningham added that Site-Based Management means many things to many people and felt that before any more work is done on the development of Site-Based

Management, the trustees should evaluate where the model is to date, find common ground for the definitions of terms, and make known their concerns so that they as well may be addressed.

Moved by Miss Cunningham:

(a) That a presentation on Site-Based Management be made to the trustees, in workshop form, no later than the end of May.

(b) That, at the workshop, details be given on how the 1992 budget will impact on the Board's administrative view of Site-Based Management, itemizing and explaining the anticipated changes in the way we will conduct the business of educating the students in the classroom and changes in the way we maintain the business of financial accountability.

Responding to Mr. Rielly's question, Miss Cunningham agreed with a joint workshop on this issue among trustees and senior officials.

Mr. Korz clarified for Ms. Orban that the intent of the proposed workshop is to address the concerns relating to Site-Based Management, including any financial implications.

Mr. Hicks was hopeful the workshop will clarify and address the philosophical concerns of trustees pertaining to the concept of Site-Based Management and that the officials will be able to delineate where the Board is on the continuum with the process.

The motion was voted on and was CARRIED.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Summary of Responses from Trustees to the Early Years Consultation Document

Moved by Dr. Johnston:

That the Report re Summary of Responses from Trustees to the Early Years Consultation Document be received for information. CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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DEVELOPMENT COMMITTEE

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MINUTES OF THE DEVELOPMENT COMMITTEE
1992 04 02

Present: Trustees G. Korz (Chairman); Johnston, Mason, Orban, Rodgeron and Cunningham.

Not

Present: Trustee Patenaude.

Also

Present: Trustees Bishop, Darby, Desmarais, Hill, Mulholland, Rogers, Stewart and Wilson.

Officials

Present: A. Stockwell (Associate Director of Education)
E. Bond (Superintendent of Program)
M. Quinn (Superintendent of Schools - Area One)
P. Gillie (Superintendent of Schools - Area Four)

Mr. Korz called the meeting to order and noted regrets were received from Trustees Allen and Patenaude. He then asked for confirmation of the minutes.

Moved by Dr. Johnston:

That the minutes of the regular meeting of 1992 03 05 be approved as presented.
CARRIED

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Program Department
Strategic Planning

(a) Report of the Special
Education Advisory
Committee

Miss Bond stated that the Report of the Special Education Action Teams, which was presented and received for information at the March meeting of this Committee, were presented to the Special Education Advisory Committee (SEAC) for the members' discussion and input. She noted the proposed amendments from SEAC are here this evening for trustees' consideration.

Moved by Mrs. Bishop:

That the following recommendation in the Report of the Special Education Advisory Committee be approved:

(a) That the Report of the Special Education Action Teams, as amended, be approved for consideration at the 1992 04 02 Development Committee meeting. CARRIED

Mrs. Bishop remarked that the Report of the Special Education Action Teams has set a good framework for further development of the Board's special education programs and services. She expressed enthusiasm for the implementation of the recommendations outlined in the document and anticipates updates/feedback coming to the Board on the progress of this undertaking.

Moved by Canon Rogers:

That the following recommendations in the Report of the Special Education Advisory Committee be approved:

(b) That regular reports be presented to the Special Education Advisory Committee on the redeployment of program support staff as a result of the implementation of the Report of the Special Education Action Teams.

(c) That the correspondence from the Chairman of the Board to the Special Education Advisory Committee regarding the validation process for the Report of the Special Education Action Teams be received for information.

CARRIED

(b) Report of the Special Education Action Teams

It was agreed:

That the following recommendations in the Report of the Special Education Action Teams (Program Department Strategic Planning Directions Paper) be approved:

(a) That the needs of all students, including Exceptional students, be met wherever possible in their neighbourhood school.

(b) That resources to support program delivery to all students, including Exceptional students, continue to be applied at the school and within the classroom.

(c) That a range of programs be provided given the unique and varying needs of the student population.

(d) That the school Diagnostic and Resource Team (D.A.R.T.) function through a problem-solving process which enables the school to access resources for individual students.

(e) (i) That parents be viewed, and be encouraged to view themselves, as contributing and worthwhile members of the school team attempting to provide the best possible level of service and communication on behalf of each individual student.

(ii) That there be increased co-ordination between the school and the community at large.

(f) That a person be identified to co-ordinate the information and services concerning each student involved in the D.A.R.T. process.

(g) That system expectations be established, as a clearly identified need, that will provide a framework for program and service delivery responsibility within the areas and schools.

(h) That the special education and services functions be co-ordinated at the system level with the special education and services functions at the area and school levels.

(i) That the social emotional needs for all students, including Exceptional students, be addressed through curriculum review, development and implementation.

(j) That a cumulative profile of student information be compiled through the effective tracking of interventions and student strengths and needs.

(k) That a review of our existing assessment processes within the full range of exceptionalities be conducted.

(l) That a clear definition of the roles and functions of support staff be developed as a result of the restructuring of program delivery.

(m) That staff development and in-service be a priority to support the restructuring of program delivery.

(n) That an evaluative process within the framework of program accountability be developed to ensure improved student learning outcomes.

(o) That, as a system, we must undertake an active role to increase school and community awareness and understanding of this philosophy and these belief statements (Recommendations 1 to 14 inclusive).

**Report re Tri-Board Family
Violence Prevention Project
Update**

Ms. L. Woolfrey-Cooper, Co-ordinator of Family Studies, and Mr. B. Schofield, Co-ordinator of Adjustment Services, discussed the details of the report.

Moved by Canon Rogers:

That the Report re Tri-Board Family Violence Prevention Project Update be received for information.

Canon Rogers expressed his appreciation for the project.

Ms. Woolfrey-Cooper acknowledged Canon Rogers' concerns with the prevalent violence depicted through media, sports and other factors as a key link to the rising violence in our society. However, she assured the members that this is being addressed in the curriculum through promoting students' awareness of these harmful elements.

Mr. Schofield affirmed that the Hamilton-Wentworth Community Child Abuse Council is very sensitive to these factors and has sent letters to the various media, adding that they have had favourable responses.

In response to Mr. Stewart's query, Ms. Woolfrey-Cooper clarified that The Phillips Group, an independent consulting firm, has been hired by the three Ministries (Ministry of Health, Ministry of Community and Social Services and Ministry of Education) to do an evaluation as to whether or not this model of the project should be implemented in other communities. She noted that another survey will be done by the firm this year with a final report scheduled for submission to these Ministries in the Fall of 1992.

Dr. Johnston voiced his compliments for this Tri-Board project and in particular noted the development of the Handbook.

Ms. Woolfrey-Cooper clarified for Dr. Johnston that information relating to the number of copies sold of the "Handbook for the Prevention of Family Violence" is not available at this time. In response to a further question from Dr. Johnston, Ms. Woolfrey-Cooper detailed the nature of the awards given to the Community Child Abuse Council from the National Institute for the Prevention of Child Abuse and the Ontario Association of Curriculum Development relative to the Council's contributions in the field of child abuse and family violence prevention.

Responding to Dr. Johnston's request, Ms. Woolfrey-Cooper discussed the progress of the integrated cross-disciplinary family violence prevention program curriculum for Kindergarten to O.A.C. She noted that the work on the Primary/Junior curriculum is on-going while the Middle School curriculum is almost complete and will be available as a curriculum package. For the secondary school level, Ms. Woolfrey-Cooper advised that a full-time support person, at no cost to the three school boards, will be in place in September. She noted that updates will be brought to the Development Committee on an annual basis with the aim of providing a finished document on this project.

Ms. Woolfrey-Cooper confirmed that evaluation relative to the impact of the project is an on-going process.

Ms. Orban expressed accolades to all those involved with the project. She was concerned, however, with feedback from some religious groups in the community relating to some of the art displays in schools depicting violence.

Mr. Schofield responded that these artistic creations could be analogous to the negative elements in society, earlier mentioned by Canon Rogers. He cautioned against reading too much into students' art, noting that much is creative rather than violent expression.

In light of constant exposure, Mr. Stockwell felt the students may be so accustomed to violence that this has become a common occurrence to them. He suggested that projects such as this will help people become more discerning and discriminating as to what is appropriate and what is not, adding that it is an evolving process that will take time.

Ms. Orban perceived a fine line between "surrealism" and "fine art", noting her preference to have some "checks and balances" in place in this area.

Miss Cunningham offered her congratulations for this Tri-Board project. She noted the positive outcomes from this undertaking, emphasizing that young people now are encouraged to come forward with their concerns as a result of what they are taught in school relating to family violence. Although the incidents of violence continue to rise, Miss Cunningham was pleased to see that action is being taken to address the issue and that children are now being protected earlier in their lives. She expressed her

appreciation for the co-operative efforts of the people and organizations involved with this project, noting their achievements within such a short span of time.

The motion was put to a vote and was CARRIED.

Mr. Korz, on behalf of the Development Committee, thanked the presentors.

NEW BUSINESS:

Presentation re Labelling (Identifying) Students with Special Needs - "Program Priorities for the 90's" Document -- Learning Disabilities Association of Hamilton-Wentworth

Mrs. Trott, representative - Learning Disabilities Association of Hamilton-Wentworth and SEAC, noted the key concerns identified by her Association relating to the Board's proposed use of descriptions of needs to reduce the labelling of students. In presenting the rationale for these concerns, Mrs. Trott referred to feedback from students with learning disabilities, the expertise of the Association with learning disabled persons and her personal experience as a parent of a child with a learning disability.

Mrs. Trott was accompanied by Dr. W. Mahoney, Paediatrician and Board Member - Learning Disabilities Association of Hamilton-Wentworth.

Moved by Ms. Wilson:

That the Presentation re Labelling (Identifying) Students with Special Needs - "Program Priorities for the 90's" Document by the Learning Disabilities Association of Hamilton-Wentworth be received for information and referred to the officials for a report back to the May Development Committee meeting.

Dr. Johnston found the presentation excellent and evoking many compelling arguments. In order for the trustees and officials to consider the key points raised by the Association and to be able to respond to them appropriately, Dr. Johnston requested Mrs. Trott to provide the Board a copy of her presentation (see attached).

Responding to Mr. Stewart's question, Mr. Adams, Coordinator, Special Education, clarified the assessment process through the Identification, Placement and Review Committee (IPRC). He stressed that there is never a waiting list in light of the IPRC process being held each month. Mr. Adams affirmed that all the available options for a student are discussed with the parents during the IPRC assessment.

Ms. Orban felt the integration of special needs students into regular classes could provide wider learning opportunities for these students, e.g. availability of resources, raised self-esteem as the student is not singled out for special treatment.

Mrs. Trott responded that, based on feedback, these students prefer learning in a self-contained placement partly because this is where their self-esteem is enhanced.

Ms. Orban pointed out that special needs students, when ready, can be placed back into the regular classes/programs as the Board does not intend to keep these students in self-contained classes for a long period of time.

Dr. Mahoney stated that, with proper identification, i.e. labelling, accessing the required special programs and services would be facilitated. He added that self-contained classes may be the most enabling environment for special needs students.

Mr. Mulholland alluded to the Ministry of Education's direction towards destreaming at the secondary level.

Mrs. Trott advised that special needs students do not lose their exceptionalities with destreaming. She said these students will still have different testing procedures and resource support available to them. Mrs. Trott further remarked that destreaming and identification should not be perceived as two "opposing terms".

The motion was voted on and was CARRIED.

Report of the Committee to
Study Religious Education
in Schools

Dr. Johnston presented the report.

Moved by Dr. Johnston:

That the following report of the Committee to Study Religious Education in Schools be approved:

(a) That, on an annual basis and preferably in the month of October, the Associate Director of Education clarify the issue of Christmas concerts and festivities in public schools with Principals and their staff during school staff meetings.

(b) That the "Draft Three: Education about Religion in Public Schools" Resource Materials be received for information.

(c) That the correspondence from the Ministry of Education regarding the proposed amendment to the Education Act re reference to "Judeo-Christian morality" be received for information.

(d) That the response from the Minister of Education regarding Pilot Project for Education about Religion be received for information.

(e) That the Hamilton Board of Education send copies of the Ministry of Education Policy/Program Memorandum No. 112 regarding "Education About Religion in the Public Elementary and Secondary Schools" and the Associate Director's memorandum to Principals and Superintendents of Schools regarding "Christmas Concerts and Christmas Carols" to the Mayor's Race Relations Committee in order to clarify the issue on Carol Singing at Peace Memorial Elementary School on 1991 12 18.

(f) That the List of Resources for Religious Education in Public Schools from the Ecumenical Study Commission be received for information.

(g) That the Superintendent of Program write the Prescott-Russell County Board of Education indicating that the Hamilton Board of Education is not initiating any program development in the area of Religious Education in Schools until the Ministry of Education has prepared its Resource Materials for Religious Education.

(h) That the letter from Linda Hewer to the Minister of Education regarding The Lord's Prayer be received for information.

(i) That the Hamilton Board of Education send a letter of thanks to the Holy Trinity Anglican Church for their support of the course of action taken by the Board relative to education about religion.

(j) That the article regarding "Court Challenge Re-opens School Funding Issue in Ontario" be received for information.

(k) That the Hamilton Board of Education obtain a copy of the document regarding "Opening Exercises" from the Ministry of Education for information purposes.

(l) That the Revisions to the Senior Years Document Relating to Religious Education (Consultation Paper on Specialization Years) be placed on the agenda of the 1992 05 19 meeting of the Committee to Study Religious Education in Schools for further consideration.

Mr. Mulholland referred to the concerns and views regarding religious education raised by Mr. Korz during the emergence of this issue and wondered if he would like to speak on these tonight. Mr. Korz thanked Mr. Mulholland and clarified that all his concerns and comments relating to religious education were discussed and addressed at the meetings of the Committee to Study Religious Education in School of which he is a member.

The motion was put to a vote and was CARRIED.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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Att.

The first of these is the fact that the Commission has been established by the Council of Ministers of Education of the member States of the Organisation for Economic Co-operation and Development (OECD) in 1970.

The Commission is composed of representatives of the Governments of the member States of the OECD, and its work is financed by contributions from these Governments. The Commission's task is to study the problems of the world of education and to make recommendations to the Council of Ministers of Education of the OECD.

The Commission has been working on the problems of the world of education since its establishment in 1970. It has held several meetings and has published several reports.

The Commission's first report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1972. This report set out the Commission's findings and recommendations on the problems of the world of education.

The Commission's second report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1975. This report set out the Commission's findings and recommendations on the problems of the world of education.

The Commission's third report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1978. This report set out the Commission's findings and recommendations on the problems of the world of education.

The Commission's fourth report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1981. This report set out the Commission's findings and recommendations on the problems of the world of education.

The Commission's fifth report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1984. This report set out the Commission's findings and recommendations on the problems of the world of education.

The Commission's sixth report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1987. This report set out the Commission's findings and recommendations on the problems of the world of education.

The Commission's seventh report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1990. This report set out the Commission's findings and recommendations on the problems of the world of education.

The Commission's eighth report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1993. This report set out the Commission's findings and recommendations on the problems of the world of education.

The Commission's ninth report, "The World of Education: A Report to the Council of Ministers of Education of the OECD", was published in 1996. This report set out the Commission's findings and recommendations on the problems of the world of education.

CHAIRMAN

Mr. Chairman, Ladies and Gentlemen:

Thank you for this opportunity to make this presentation. The gentleman sitting beside me is Dr. Wm. Mahoney, one of the participants in the National Think Tank on Learning Disabilities - a copy of which has been provided to you.

I was President of the Hamilton-Wentworth Chapter of Learning Disabilities Association - Hamilton-Wentworth for 6 years. I have been the learning disabilities representative on the Special Education Advisory Committee for over 6 years, coordinated both an elementary and an adolescent recreation programme with McMaster University; started a support group for adults with learning disabilities and, just a year ago, along with another member of our chapter executive, began a Parent Support Group for parents of Learning Disability and Attention Deficit Disorder children. I tell you this, ladies and gentlemen, so you are aware that we make this presentation with no small knowledge of learning disabilities, and with the weight of the Learning Disabilities Association of Ontario and Learning Disabilities Association of Canada behind us.

Over the years, I have attended many conferences and workshops for SEAC reps. When the participants talk about problems in their school boards, I am always 1 of only 2 or 3 people who have very FEW negative comments to make about our Hamilton Board of Education. You have been doing a better job of identifying learning disabled students and of offering a full range of placement options for children who have been identified as

exceptional.

From the Board's own Psychology Department in a study presented in the summer of 1991, 63% of the children identified as exceptional over a 3 year study were children with specific learning disabilities. All the other exceptionalities came to only 37%. Clearly, the specific learning disabilities group is by far the largest. That's why we are here, presenting our views.

Looking at the figures provided by our Special Education Dept., in January and February, 1992, 55 of the 95 newly-identified students were specific l.d. Of these 55, 40 were slated for self-contained classes - that's almost 73%. These placements were decided by the people who know the children best. Are you now about to negate all that expertise by deciding to NOT identify - or label - most children in the future?

There are an estimated 800,000 learning disabled persons in Ontario - 10% of the population.

Only 3.8% of school-age children are receiving educational services within school for their learning disabilities.

PLEASE think of all the learning disabled children YOU have been responsible for educating, and then consider what a positive impact you can continue to have by carrying on as you have done in the past.

Many of the older students and adults who call us, crying for help, are angry and bitter because their learning disabilities had never been identified. If your disability has

no name, how do you go about accessing the services you need, and are you then doomed to go through life thinking you're "dumb, stupid, a slow learner" - as these people had thought they were - and as they had been told over and over?

In talking this week to Mohawk College's special needs' personnel, it was verified for me that colleges and universities expect some form of documentation identifying one's disability - especially an invisible handicap - as a learning disability is.

40% - 50% of the college's special needs' students are learning disabled. Mohawk and the students with learning disabilities do not see labelling as a negative but as a first step to providing service. The college tries to incorporate the enhancement strategies from the secondary school. Without documentation of a disability, students would not receive a distinct level of service, i.e. service in the most appropriate way. Alternate test arrangements for example are for documented special needs students only. This document now in my hand, "Secondary School to College Special Needs Referral Form", has been accepted for use by 13 colleges in Ontario.

Colleges are in a financial bind - just like all other sectors - and levels of service are declining except in the area of special needs. That money remains targeted. The number of learning disabled students attending college has certainly increased. There is also a more mature population attending college - learning disabled people who have not had the advantage of being identified. For them, the way is much more difficult.

Going back to the children in our system - Parents of children who are developmentally handicapped insist their children be treated as the others are treated - and rightly so. Parents of children with learning disabilities insist their children be treated differently - and rightly so. Learning disabled children treated as "NORMAL" from day one have been failed by society; therefore, the label of learning disabled is positive because it is the explanation of the difficulty.

Neither the gifted nor the learning disabled has a visible need.

If these students are not identified, how will they get their placement in the appropriate special education class?

The amendments to the Education Act state that the school board "must define the exceptionality". How does this Board intend to answer to the Ministry?

On a personal level, I have been involved directly in special education for at least 12 years because I have a son who is severely learning disabled. Everyone has the right to send their children to the school of their choice. All you have to do is move to the neighborhood. Everyone doesn't have the advantage of living in Hamilton and having their children attend the Hamilton Board of Education. My son enjoyed the advantages of attending a Hamilton school.

- If I had not been told by the school that my son was learning disabled, would I have known where to go for help outside of what the school offered? NO.

- Would I have been able to go to the library and educate myself on how I could help? NO.
- Would I have been able to explain the problem to my son? NO.
- Would I have been able to access community support? NO.

The knowledge I gained allowed me to communicate effectively with my son's teachers. I became an informed parent. The educators and I were a strong, mutually-supportive team. My son was in a self-contained class from grade 2 to grade 8. From grade 6 he was included in decisions about his class placement. He CHOSE to stay in self-contained because he wanted to learn and that was his most enabling environment. Where is he now? About to enter college - he, who was once seen as an "institution" candidate with no future. This Board gave my son what he and I wanted --- the same opportunity to learn as is afforded children without a learning disability.

Because my son was labelled by the people who are the experts in the education field, all the supports necessary during the school day were available. I appear before you as a parent happy with what you have done for my son. Thank you from the bottom of my heart!

Labelling has many positive aspects. The identification allows the student to know the disability is the problem and that the disability is NOT the fault of the student. Remember, ladies and gentlemen, a child's parents have the final choice of having their child labelled or not. A child CANNOT be labelled as a

special ed. student UNLESS the parents agree.

I am speaking on behalf of persons with learning disabilities. They are the most common exceptionality and they are the ones most affected by identification. Knowledge opens doors. - PLEASE - keep labelling for its positive effects. DON'T deny children their right to an appropriate education setting as determined by ALL the experts - the parents, the teachers, the consultants - the students - the psychologists. DO continue your long-standing practice of offering needs-appropriate identification.

To quote Elijah Harper, a man of incredible moral courage: "Power is a double-edged sword. It's how you swing it. You can swing it for destruction or you can swing it for the people."

Focusing on the Needs v.s. Labelling

A needs description meets the needs of the educators to supply the services the child requires.

Labelling legally identifies those children who require special education services.

Without a label, there is no Individual Pupil Plan. The I.P.P. sets out short-term and long-term goals and strategies as legally required under the Education Act.

The students most in need of labelling are the gifted and the learning disabled.

Labelling is not stigmatizing, but enabling.

How would my son have fared without the identification?

Look at the gifted - how else would those children be served? Someone was far-sighted enough to realize their special needs. A gifted child has an invisible need. A learning disabled person has an invisible handicap.



Learning Disabilities
Association
of Ontario

124 Merton Street, 3rd Floor
Toronto, Ontario M4S 2Z2
Phone: 487-4106
Fax: 487-9489

LEARNING DISABILITIES
FACT SHEET

Learning disabilities are an impairment of the central nervous system — the brain and spinal cord — that prevent the brain from processing information in the usual way.

People with learning disabilities have average to above average intelligence but large discrepancies between their areas of difficulties and competencies. Although everyone with learning disabilities is different, they may have difficulty in one or more of the following areas:

- understanding, remembering or producing spoken or written language (eg. reading, writing, spelling);
- remembering and finding their way through space;
- copying (eg. in Math);
- organization;
- understanding and estimating time;
- planning tasks through time;
- noticing and remembering social information;
- motor coordination;
- having an adequate repertoire of behavioral possibilities;
- behaving in a manner that is appropriate for the occasion.

Please consider:

- there are an estimated 800,000 learning disabled persons in Ontario - 10% of the population;
- only 3.8 % of school age children are receiving educational services within school for their learning disabilities;

...2

- 80% of young offenders and 80% of adults in federal prisons have experienced learning problems;
- A Ministry of Community and Social Services study estimates that 18% of children in Ontario have severe psychosocial problems;
- a recent Integra study showed that between 18% and 41% of the clients of children's mental health facilities in Metro Toronto had learning disabilities, and that they had distinct psychosocial service needs;
- in another recent study, 50% of adolescent suicides had previously been diagnosed as having learning disabilities;
- close to 80% of the disabled population (including the learning disabled) is unemployed;
- an adult with a learning disability typically holds a job for three months; employers when questioned report that the reason for termination in most of these cases related to the person's social skills deficits rather than to any job skill problems.

This form is designed to assist the Office of Special Needs in providing appropriate academic accommodations for students identified as exceptional in highschool and who will be attending a College of Applied Arts and Technology in Ontario. Please direct information to:

The Office of Special Needs
Services for Students with Disabilities
College Name and Address

Name of Student: _____

Date of last I.P.R.C.: _____

Psycho-educational Assessment: No: _____ Yes: _____ If yes, specify date: _____ (attach report)

Exceptional Designation: _____

Profile of Strengths, Abilities or Talents: _____

Specific Areas of Difficulty: _____

Successful Teaching/Learning Strategies: _____

Please indicate the specific type of assistance provided (please check):

extra exam time _____ computer _____ notetaker/scribe _____ spellchecker _____
readers _____ alternative test format _____ resource room support _____ sign language interpreter _____ taped
books _____ tape recorder _____ attendant _____ classroom assistant _____ adaptive software _____

Additional Comments: _____

Special Education Designate: _____ Date: _____
(Signature)

Student Signature: _____ Date: _____

Principal or Designate: _____ Date: _____
(Signature)

School Name & Address: _____

School Phone: _____

THE STATE OF NEW YORK
IN SENATE
January 1, 1910

REPORT OF THE
COMMISSIONER OF THE LAND OFFICE
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE
JANUARY 1, 1910

ALBANY:
JANUARY 1, 1910

PRINTED BY THE STATE PRINTING OFFICE

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DEVELOPMENT COMMITTEE

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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DEVELOPMENT COMMITTEE

1992 05 11

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ELEMENTARY/SECONDARY

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MINUTES OF THE DEVELOPMENT COMMITTEE
1992 05 11

Present: Trustees G. Korz (Chairman); Johnston, Mason, Orban, Patenaude, Rodgerson and Cunningham.

Also

Present: Trustees Bishop, Darby, Lowe, Mulholland, Stewart and Wilson.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
B. Sinclair (Superintendent of Human Resources)
E. Bond (Superintendent of Program)
M. Quinn (Superintendent of Schools - Area One)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)

Mr. Korz called the meeting to order and noted regrets were received from Trustee Hill. He then asked for confirmation of the minutes.

Moved by Ms. Orban:

That the minutes of the regular meeting of 1992 04 02 be approved as presented.
CARRIED

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Report re Race Relations
and Ethnocultural Equity
Policy

Mr. Rielly briefly traced the development of the Policy, noting its inception in late 1986 and the circulation in March, 1990 of the document in its present form throughout the system. He said the Policy has gone through a structured evolution involving trustees and staff and many of the tenets in the document have in fact been implemented in the system; he also noted the many in-service training sessions co-ordinated by Mr. Steve Barrs, Race Relations and Ethnocultural Equity Consultant in co-operation with the Superintendent of Human Resources. Mr. Rielly recalled that the Policy document was presented in a workshop format at the March Development Committee meeting in order to clarify the key issues relating to Race Relations. With the Policy scheduled for implementation in September, 1992, Mr. Rielly advised that the program will require further co-ordination and support in terms of addressing the Board's initiatives, research requirements and in-service training in the schools and various departments to ensure understanding of Race Relations issues throughout the system. He alluded to the need for liaison with the community and the Ministry of Education, noting that new initiatives on Race Relations and Ethnocultural Equity are forthcoming from the Ministry.

In reviewing the report, Mr. Sinclair remarked that the focus of the implementation procedures in the schools is to achieve the best and most positive learning environment through a curriculum which enhances self-esteem and enables students to reach their full potential.

Recognizing the financial restraint, Mr. Sinclair stated that although the implementation of the Race Relations Policy represents major changes for the organization, the process will be facilitated in an integrated fashion to become an integral and inherent part of our schools. Noting the budget limitations, he said the supporting activities will be folded into the regular plans of the schools and other areas and that community participation will be encouraged. Mr. Sinclair alluded to the extensive in-service training planned for all staff on a mandatory basis, particularly staff in leadership positions, and emphasized this as essential to the implementation of the Policy. He said further that, although the in-service training sessions conducted for the Board's Race Relations program will be facilitated through a grant received from the Ministry of Citizenship, additional resources are needed to meet the balance of the training requirements. In conclusion, Mr. Sinclair stated that a monitoring and evaluation process will accompany the implementation of the procedures outlined in the Policy.

Moved by Mrs. Bishop:

That the Report re Race Relations and Ethnocultural Equity Policy be adopted with the following amendments:

(a) That an annual review be presented to the Board on the implementation of the Race Relations and Ethnocultural Equity Policy.

(b) That timelines for the implementation of procedures be developed on or before the 1993 Annual Review.

Mrs. Bishop expressed her appreciation for the report, particularly the integrated manner in which all the planned activities relating to the program will be undertaken. She was also pleased to see community participation. Mrs. Bishop noted that the amendments address her concerns that the report did not provide for any annual review nor did it reflect timelines for the implementation of the Policy.

Dr. Johnston noted that the development of the Board's Race Relations program involved a significant number of "experts". He wished the Board to officially recognize and express its appreciation for the efforts of all these people.

Referring to the grant received from the Ministry of Citizenship, Dr. Johnston emphasized the importance of supplementing this funding; he was concerned "penny pinching" may prove costly later. Dr. Johnston suggested Mrs. Bishop's amendments be considered as additional motions.

When Mrs. Bishop offered to withdraw her amendments, Mr. Korz called a vote and the withdrawal was Carried.

While indicating her support of the document, Ms. Orban referred to the mandatory nature of the in-service training for staff and asked if this will become one of the required credentials for application to leadership roles.

Mr. Sinclair clarified this to be a statement of intent, emphasizing the importance of having specific role training on Race Relations for staff in leadership positions.

Ms. Orban felt the term "mandatory" could give the impression that the Board is lacking in qualified staff to handle racial incidents.

Mr. Barrs affirmed the importance of mandatory in-service training to have a clear understanding of the procedures to be able to respond appropriately to racial issues within the system.

Ms. Orban felt "voluntary" is a more appropriate term.

Ms. Orban asked if some of the Board's curriculum could be removed during the "examining of curriculum for bias" as provided for in the document.

Mr. Barrs clarified that, through the Ministry grant, curriculum documents were reviewed for bias. He noted that very few biases were found in Board-produced documents but acknowledged there may be problems/concerns with "outside" materials. He added that he does not envision curriculum being removed from our programs.

Ms. Orban questioned the need for translation and interpretive services at a time when the focus is Canadian unity and English is encouraged to be the focal language.

Responding to Mrs. Rodgeron's query regarding costing for the total package, Mr. Sinclair stated that a modest budget is projected for the program, particularly the in-service requirement which is supplemented by the grant. He cited that schools are encouraged to fit the training sessions within their schedules, e.g. after school, etc. Mr. Sinclair assured the members that many cost-efficient strategies will be considered to achieve this end. He said that a budget of \$40,000 (for resource and support services staff), supplementing the Ministry grant of \$22,000, is earmarked for the 1992-93 school year.

Although he acknowledged the magnitude of the Race Relations program, Mr. Sinclair clarified for Mrs. Rodgeron that the officials will bring back annual information on its budget requirements for the following year as they are trying to have the spending for this program compatible with the Board's overall budget.

Mrs. Rodgeron considered an annual review as essential. She alluded to the possible "add-ons" in the budget when this report is approved, particularly with the translation services required, employment practices and hiring according to a "quota" system.

Mr. Korz recalled that the issue on "quotas" in terms of the Board's hiring practices has been clarified in the past and that the Board is not operating under such a system.

The motion was voted on and was CARRIED.

Moved by Mrs. Bishop:

(a) That an annual review be presented to the Board on the implementation of the Race Relations and Ethnocultural Equity Policy. **CARRIED**

(b) That timelines for the implementation of procedures be developed.

Mrs. Bishop agreed with Dr. Johnston's suggestion that the phrase "on or before the 1993 Annual Review" be added to her second motion.

The motion was put to a vote and was **CARRIED**.

Moved by Dr. Johnston:

That all persons involved in the development of the Board's Race Relations and Ethnocultural Equity Policy be officially thanked for their participation to date -- contributions so deeply appreciated by the Board -- and that they be provided with approved materials. **CARRIED**

**Response from the
Officials re Labelling
(Identifying) Students
with Special Needs -
"Program Priorities
for the 90's" Document**

Moved by Ms. Wilson:

That the Response from Officials regarding Labelling (Identifying) Students with Special Needs ("Program Priorities for the 90's" Document) - Learning Disabilities Association of Hamilton-Wentworth be received for information.

Mrs. Bishop appreciated the prompt response from the officials to the issues raised by the Learning Disabilities Association of Hamilton-Wentworth. Recalling the issues identified relating to the individual pupil plan, Mrs. Bishop inquired if a review will be done in this area. She said the parents' concerns will be ameliorated through the strong IPRC (Identification, Placement and Review Committee)/DART (Diagnostic and Resource Team) process and evaluation program.

Miss Bond clarified for Mrs. Bishop that the need to review the individual pupil plan will be addressed through the implementation process of the Special Education Action Team while a thorough review of the Board's special education program will be conducted by 1993 in keeping with the Ministry of Education's requirements.

In response to a further question from Mrs. Bishop, Miss Bond advised that the evaluation process relating to special education will be "folded in" and facilitated through the Program Accountability Action Team.

Responding to Ms. Orban's question, Miss Bond explained that, while parents have the right to request an IP&RC at any time, the purpose of IP&RC is to review the assessment of a student based on background information; the DART process gathers the required student data to assist IP&RC with the assessment.

Miss Bond further clarified for Ms. Orban that Mrs. Trott, in her presentation to this Committee last April, considered the need for labelling/identifying students when appropriate. She advised that in the Hamilton system, parents have the choice on the appropriate assessment process for their children. She noted further that parents may go directly to IP&RC if they wish.

Mr. Adams advised that most parents prefer to go initially through the DART process; he noted the insignificant number of parents going directly to the IP&RC for assessment.

The motion was voted on and was CARRIED.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Program Department Strategic Planning - Compensatory Education Action Team Report

Miss Bond provided an overview of the report. She noted that, in recognition of the financial restraint, the principals in compensatory schools took a closer look at the recommendations and re-grouped these to allow for flexibility in their implementation: The first group (Recommendations 1 to 8) includes the recommendations which could be implemented at this time within the current budget; the second set of recommendations (Recommendations 9 to 14) refer to those which could be considered at a future time in order to plan for them appropriately. Miss Bond then called on Ms. Donna Calder, Principal - Centennial Elementary School and Chair - Compensatory Education Action Team, to review the report with the members.

Before proceeding with the review, Ms. Calder acknowledged the expertise and efforts contributed by all those involved with this project. She then reviewed the first group of recommendations, stressing that these could be addressed within the Board's existing resources.

Mr. Korz suggested the members consider the first group of recommendations for approval tonight while the second group be received for information.

Moved by Mr. Stewart:

That the following recommendations in the Compensatory Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

1. That literacy remain a priority for all disadvantaged/at risk learners.
2. That the need for exemplary programs and strategies for disadvantaged/at risk learners be directly linked to life skills.
3. That disadvantaged/at risk learners receive support for their social-emotional needs through all programs.

4. That at the secondary school level provision be made for flexible program scheduling to better meet the needs of and retain the disadvantaged/at risk learners.

5. That working with compensatory education population be viewed as providing positive professional growth experiences for administration and staff and that recognition be given to stability within the staff.

6. That professional growth opportunities and programs be provided in conjunction with the Program Department, to address the needs of staff working with disadvantaged/at risk learners.

7. That the Superintendent of Program designate an appropriate person to perform co-ordinating functions for Compensatory Education initiatives.

8. That a person from the Compensatory Education Action Team work on Phase II - the Community Stand - of the Student Support Services Action Team.

Noting the transient nature of the students enrolled in compensatory schools, Mr. Stewart wondered if uniformity of the literacy program could be maintained in these schools, emphasizing the advantage of such.

Ms. Calder responded that this was suggested initially by the Action Team but that it does have financial implications, i.e. Writing to Read. She clarified further that due to budget restraint, there is need for prioritization of issues for consideration, e.g. literacy, language skills, etc.

Mr. Stewart asked whether there will be some initiatives in programming system-wide in the future.

Miss Bond responded that in each of the schools there is an expectation of this but not to the extent of finding the same program on the same day in each school. Rather, it is skills based with the content being different from school to school.

In response to Mrs. Lowe's question, Ms. Calder explained that the flexible program scheduling at the secondary level (Recommendation 4) will be in concert with the Secondary School Study Committee Report and will accommodate the other commitments of the students, e.g. those living on their own, on welfare, etc. who may require an alternative timetable to accomplish their goals. She noted this will have to be addressed on an individual basis for these students.

Miss Bond clarified for Mrs. Lowe that the need for co-ordinating functions for compensatory education (Recommendation 7) will not result in a new position. She said it is planned to incorporate these functions into the responsibilities of one of the curriculum co-ordinators in the area teams; at this point, the Primary/Junior area co-ordinators, who are already working in this program, are being considered. Miss Bond emphasized that a staff person is required to assume co-ordinating functions for

the program, adding that it is neither a full-time nor part-time assignment.

Ms. Calder, in responding to a further query from Mrs. Lowe, stated that the Ministry's grant, while allocated, cannot be "tracked" specifically to compensatory education. She advised that the final model for this program is not finished at this time pending the Ministry's restructuring and release of new directives on the program to all school boards.

Mrs. Bishop congratulated all those involved with the report. She noted, however, that the document did not include a listing of the resources and references used; she felt this would add credibility to the document. Referring to Recommendation 1, she commented that it seems the adult students are not being addressed here.

Ms. Calder referred to the chart, "Factors and Indicators - Disadvantaged/At Risk Learners" on Page 15 and noted the term "Learner" is used to encompass all types of students in the system.

Ms. Calder clarified for Mrs. Bishop that the direction of actively pursuing grant monies from the Government was not reflected in Recommendation 13 (as was done in the original document) because the Action Team opted not to include any financial recommendations at this time. Investigating this aspect will be one of the responsibilities of the staff person who has the co-ordinating function for the program.

Ms. Orban commented the system has been functioning very well in delivering its programs and meeting student needs and queried the rationale behind the "sudden sophistication", i.e. the emergence of "specialists" in various areas of the organization.

Ms. Calder acknowledged Ms. Orban's comments; however, she pointed out that student needs are shifting and emphasized the need for assistance and support in all aspects of today's compensatory education program as opposed to the needs when the schools were identified in the 1960's.

The motion was put to a vote and was CARRIED.

In reference to Recommendations 9 to 14, Ms. Calder clarified that it was not her intent to separate the recommendations for discussion. She stressed that the first part of the recommendations were developed keeping in mind the financial restraint while the second part includes those recommendations for future consideration as these will have bearing on forthcoming Board and Ministry of Education initiatives, particularly in the area of financing. Ms. Calder noted these recommendations will assist in identifying "pockets" of disadvantaged or "at-risk" learners in a different manner.

Moved by Miss Cunningham:

That the following recommendations presented for future consideration in the Compensatory Education Action Team Report (Program Department Strategic Planning Directions Paper) be received for information:

9. That Compensatory Education initiatives be undertaken for students from Junior Kindergarten through to the end of the O.A.C.

10. That an instrument, using the criteria outlined in Appendix B (Criteria for Assessing the Need for Compensatory Education Initiatives), be developed to survey all Hamilton Board of Education schools and that a committee, representative of the system, be struck to apply the instrument.

11. That a review of staff for schools having a compensatory education factor, according to the instrument, be conducted within provisions in collective agreements.

12. That a sliding scale for funding, designed to address the needs of the disadvantaged/at risk student population, be developed and that this information be shared with the Superintendents and Program Department and reviewed annually.

13. That principals, in conjunction with Superintendents of Schools, annually review school plan initiatives designed to meet the needs of disadvantaged/at risk learners in order to access Category Two Ministry of Education Grants.

14. That an evaluation instrument congruent with Program Accountability be developed to determine the effectiveness of compensatory education initiatives.

Mr. Stewart questioned the logic of deferring these recommendations, particularly Recommendation 10, as he considered having an instrument for determining student needs as timely and important.

Miss Bond stated that by 1993 the Ministry will be introducing a new structure of funding for compensatory education. In light of this and to ensure that the Board meets the new criteria from the Ministry, the Action Team decided to hold the development work on this instrument until the release of the Ministry directives.

Mr. Stewart suggested the result of the Board's continuing work would be "close" to what the Ministry would require and urged the Board to take a pro-active stance in this undertaking.

Responding to a further query from Mr. Stewart, Miss Bond explained that the same rationale applies for withholding the development of the evaluation instrument alluded to in Recommendation 14.

Ms. Calder also mentioned that, in keeping with the intent of Recommendation 14, a "formal" accountability in terms of the school plans and spending for compensatory education will be linked with the report of the Program Accountability Action Team.

The motion was voted on and was CARRIED.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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JUNE, 1992

DEVELOPMENT COMMITTEE

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MINUTES OF THE DEVELOPMENT COMMITTEE
1992 06 04

Present: Trustees G. Korz (Chairman), Orban, Patenaude, Rodgerson and Cunningham.

Not
Present: Trustees Johnston and Mason.

Also
Present: Trustees Bishop, Desmarais, Hicks, Hill, Mulholland, Rogers and Wilson.

Officials
Present: K. Rielly (Director of Education and Secretary)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
E. Bond (Superintendent of Program)
M. Quinn (Superintendent of Schools - Area One)
N. Nicholls (Superintendent of Schools - Area Two)
S. Rogers (Assistant to the Secretary)

The Chairman called the meeting to order and noted regrets were received from Trustees Johnston and Mason.

Prior to the confirmation of the minutes of 1992 05 11, Mr. Korz clarified that his statements in the second to the last paragraph on Page 3 should read as follows: "Mr. Korz recalled that the issue of "quotas" in terms of the Board's hiring practices has been clarified in the past by administration, who have suggested that there is a difference between "quotas" and "targets" which the Board uses."

Moved by Canon Rogers:

That the minutes of the regular meeting of 1992 05 11 be approved as amended.
CARRIED

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Program Department
Strategic Planning -
Staff Development Action
Team Report

Miss Bond gave a brief overview of the Report. She concluded that Staff Development will play a key role in preparing staff to handle their changing jobs. She then called on Mr. Stewart Thompson, Area 1 Supervisor and Co-Chair - Staff Development Action Team, to discuss the Report with the members.

In reviewing the Report, Mr. Thompson provided a definition of Staff Development and affirmed its importance in managing the changes brought about by the downsizing of the organization. Mr. Thompson then acknowledged the commitment and dedication of all those involved in the development of the Report.

Moved by Miss Cunningham:

That the following recommendations in the Staff Development Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

1. That staff development initiatives based on identified needs be planned, on-going and accountable. Individual, site, area and system plans, therefore, must have a staff development component.

2. That personnel within the organization become familiar with and participate in the team-building process.

3. That existing leadership development programs be reviewed. (Timeline: Beginning September, 1992)

4. That a process for co-ordinating staff development initiatives be developed through the Staff Development Department. (Timeline: Beginning September, 1992)

5. That the feasibility of creating a Staff Development Centre be investigated. (Feasibility Study to commence October, 1992)

6. That a strong commitment to staff development be maintained through the budget process.

7. That the feasibility of developing a data base of employee expertise be investigated through the Employee Information Services. (Timeline: Beginning September, 1992)

8. That the feasibility of sharing staff development resources and programs with other organizations and agencies be explored.

9. That all staff development plans (individual, site, area and system) include clear objectives with an evaluation component.

In response to Miss Cunningham's question relative to Recommendation 7, Mr. Thompson clarified that the Staff Development Action Team will be looking at the feasibility of integrating the proposed data base of employee expertise with the Employee Integrated Information System.

Miss Cunningham encouraged the Action Team to ensure that the information is passed on to Human Resources Department quickly in order to facilitate the process.

Mr. Thompson clarified that the message in Recommendation 6 is to promote strong commitment for staff development throughout the system and ensure that sufficient funds are provided rather than suggesting that funds be controlled centrally through the Staff Development Department.

Miss Cunningham asked that it be clearly shown how much is in the budget for staff development and how it is being utilized.

Mr. Thompson advised that a planning process will be developed in each area within the system in order to ensure accountability.

Mrs. Bishop asked whether the Consultant's Report in 1987 and its viewpoint on staff development was considered by the Action Team.

Mr. Thompson referred to the large number of resource materials reviewed by the Staff Development Core Team. He did not believe that the question of whether or not staff

development should be associated with the Program Department, rather than Human Resources, was part of their discussions. No recommendations were made relative to that issue. He advised that the Action Team has developed a basic set of principles upon which the Superintendents of Schools could decide which area in the system would benefit. Mr. Thompson noted that staff development is relevant not only in the schools and with the teachers but with all staff within the organization.

In response to Mrs. Bishop's query, Mr. J. McCaughey, Program Leader - Staff Development, affirmed that the Staff Development Department has a mission and vision statement which encompasses staff development for all Board staff.

Noting that there was one HRD staff member on the Action Team, Mrs. Bishop requested that a written philosophy for staff development which is HRD-related be developed. She said this will facilitate the way the Board views its staff in terms of staff development needs and requirements.

Mrs. Bishop applauded the proposed data base of employee expertise; however, she suggested the inclusion of succession planning to consider the overall needs of the system. She encouraged the exploration of other resources, skills/expertise apart from "formal qualifications" and knowledge of a third language which could benefit students from other countries. She observed that staff development has a very strong role to play in orientation and mentoring of staff.

Mr. Thompson clarified for Mrs. Bishop that the development of a team-building process outlined in Recommendation 2 will require the participation of all those involved in this project.

Responding to a further question from Mrs. Bishop, Mr. Thompson stated that a Staff Development Centre could promote an environment which supports growth. Mr. McCaughey added that space and logistical problems may be remedied through the Staff Development Centre.

Mr. Thompson clarified for Mrs. Bishop that the Staff Development Department assumes a co-ordinating function in looking at the staff development needs within the organization. Although on-site staff development delivery has merits, he said that, at times, it is more efficient to have a centralized area for the delivery of specific staff development services.

To ensure efficiency in meeting staff development needs, Mr. Thompson said the concept of "training the trainers", whereby staff go to the Centre for in-depth training, will be explored.

Mrs. Bishop suggested that the Board needs more emphasis on career development and training and noted that this aspect was provided in the Report.

Responding to Mrs. Hill's question, Mr. Thompson explained that Recommendation 4 calls for the need to establish staff development priorities which could be co-ordinated and shared among the areas in the system thereby minimizing duplication of efforts. This process improves communication and promotes awareness of staff development initiatives throughout the organization. Mr. Thompson noted, however, that the uniqueness of each area should also be taken into consideration.

Mr. Thompson clarified for Mrs. Hill that Sanford Avenue Elementary School provides rooms to bring staff together for meetings. He noted the school is sometimes used for staff development purposes.

Responding to Ms. Orban's question, Mr. Thompson affirmed that the Area Supervisors will play a key role in co-ordinating staff development initiatives in their respective areas.

Mr. Thompson explained for Ms. Orban that it is Staff Development's responsibility to provide support to new staff members and ensure they have the skills to teach in the subject area.

Responding to a further question from Ms. Orban regarding Recommendation 7, Mr. Thompson affirmed that the data base is at the development stage but they will consider gathering expertise from outside sources, e.g. other school boards.

Mr. Thompson clarified for Mr. Desmarais that there is nothing to prevent a staff member who is due for retirement, within 3 years, from attending staff development sessions.

Mr. Desmarais emphasized the importance of addressing this issue and asked to be on record that he would like the Board to consider provisions for retiring staff relative to staff development, noting the sensitivity of the issue.

The motion was put to a vote and was CARRIED.

NEW BUSINESS:

Process for Submission of Specialization Years Response Document

Miss Bond advised that responses to this document cannot be compiled for Board approval in light of the Ministry's submission timeline of mid-July. Noting the very few responses received from staff to date, Miss Bond said the respondents will be encouraged to submit individual responses rather than developing a Board submission. She invited the trustees wishing to respond to this document to contact the Program Department for the required papers.

Moved by Ms. Orban:

That the verbal Report regarding the Process for Submission of the Specialization Years Response Document be received for information.

CARRIED

September Meeting Date

Mr. Korz advised that he will not be able to attend the September meeting of this Committee and requested the members give consideration to rescheduling the meeting.

Moved by Mrs. Hill:

That the September meeting date of the Development Committee be rescheduled to Wednesday, 1992 09 09.

Trustees Rodgerson and Cunningham said that they would not be able to attend on the 9th.

Mr. Desmarais suggested confirming a quorum for the rescheduled meeting date. Noting the absence of two Committee members, Mr. Korz felt it would not be possible to ascertain if there would be a quorum that night.

Mrs. Hill withdrew her motion and it was supported by the members.

[Note: September meeting - Thursday, 1992 09 03, 18:15 hours]

Report of the Committee to Study Religious Education in Schools

Moved by Mrs. Bishop:

That the following Report of the Committee to Study Religious Education in Schools be approved:

1. That the Ministry of Education's Consultation Document on Opening Exercises be placed on the agenda of the 1992 06 24 meeting of the Committee to Study Religious Education in Schools for further consideration and that copies of the document be distributed to Committee members prior to the meeting.

2. That the Revisions to the Senior Years Document Relating to Religious Education be referred to the 1992 06 24 meeting of the Committee to Study Religious Education in Schools and that copies of the document, The Specialization Years (Grade 10 to Graduation) be distributed to Committee members prior to the meeting.

3. That the report regarding Schools Providing World Religion Courses be received for information.

4. That the Chairman of the Committee to Study Religious Education in Schools be empowered to write the Hamilton and District Christian Churches Association clarifying the intent of the Ministry of Education relating to religious education.

5. That the Hamilton Board of Education obtain copies of the Ministry of Education's document, "Draft Three: Education about Religion in Public Schools Resource Materials" for consideration at the 1992 06 24 meeting of the Committee to Study Religious Education in Schools and that these be distributed to the Committee members prior to the meeting.

6. That the letter from Wilfrid Laurier University regarding courses on religious education be received for information and that copies of the letter be distributed to the members of the Committee to Study Religious Education in Schools.

7. That the Committee to Study Religious Education in Schools, through its Chairman, send a copy of the letter from Wilfrid Laurier University regarding courses on religious education to Federation representatives for information.

Miss Cunningham, expressing concern that the recommendations in this Report indicate the Committee is exceeding its mandate, suggested that the mandate has been met and the Committee should be defunct. She drew attention to Recommendations 4 and 7 and pointed out practice has been that it is the responsibility of the Secretary of the Board to forward correspondence.

Mr. Korz noted that some of the recommendations deal with the review of the draft Ministry documents and suggested that the Committee be permitted to meet again to deal with that aspect.

When Miss Cunningham contended that the Committee has met its mandate, Mr. Korz stated he would call a vote on receiving the Report for information.

Mrs. Bishop, speaking on behalf of Dr. Johnston, noted that the two letters referenced in the Report were not sent, pending Board approval of the Report. Feeling that there is useful work for the Committee to do, she suggested that a new mandate for the Committee might be in order, i.e. the Ministry Consultation document on Opening Exercises and the Senior Years Consultation document relative to Religious Education.

Miss Cunningham emphasized that the correspondence in the Report should not be sent out by the Committee Chair.

Mrs. Hill agreed that the Committee is overstepping its mandate, pointing to Opening Exercises as a broader issue than Religious Education.

Mr. Korz called the vote on receiving the Report for information and it was LOST.

Mrs. Hill felt there has to be some consultation between the Chairman of the Committee to Study Religious Education in Schools and the Chairman of the Board regarding the wishes of the Board, particularly if the Committee members feel they have not finished their mandate. She preferred to refer the report back to the Committee.

Mr. Hicks was also concerned with the recommendations in the Report and concurred with Mrs. Hill's suggestion for the two Chairmen to meet.

Moved by Mrs. Hill:

That the Report of the Committee to Study Religious
Education in Schools be referred back to that Committee.
CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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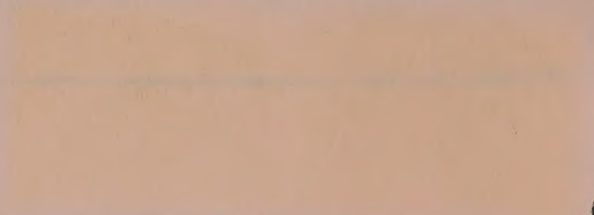
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GOV'TMENT DOCUMENTS

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON





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DEVELOPMENT COMMITTEE

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MINUTES OF THE DEVELOPMENT COMMITTEE
1992 10 01

Present: Trustees Korz (Chairman), Johnston, Mason, Orban, Patenaude, Rodgerson and Cunningham.

Also

Present: Trustees Bishop, Darby, Desmarais, Hicks, Hill, Mulholland, Rogers and Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
E. Bond (Superintendent of Program)
B. Orlando (Superintendent of Plant)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
R. Lavoie (Superintendent of Schools - French as a First Language)
F. Cooke (Assistant Superintendent of Program)
S. Rogers (Assistant to the Secretary)

The Chairman called the meeting to order and noted regrets were received from Trustee Wilson. He then called for confirmation of the minutes.

Moved by Dr. Johnston:

That the minutes of the regular meeting of 1992 06 04 be approved as presented.

CARRIED

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Program Department
Strategic Planning -
Program Accountability
Action Team Report

Mr. Korz requested Dr. Johnston to act as Chairman Pro Tem for the presentation to enable him to speak and raise some concerns relating to the Report. Dr. Johnston assumed the Chair and called on Mr. Rosaire Lavoie, Superintendent of Schools - French as a First Language and Chair - Program Accountability Action Team, who reviewed the Report with the members.

Dr. Johnston commented that this Report has drawn much interest and concern among the members and noted that a quarter of the Action Team membership consisted of trustees.

Mr. Korz indicated that he had vacated the Chair in order to raise concerns about what he considers to be a very important report. He also noted that he was not member of the Committee as indicated in the report; he did, however, receive an invitation to the final meeting but was unable to attend.

Mr. Korz noted that one of the expectations of this report two years ago was to expound on the effectiveness of current programs and programs under review as well as providing a system of evaluation of employees delivering curriculum and other performance reviews. Noting the lack of strong recommendations to institute changes in recent reports, i.e. Math review, he expressed disappointment that this report on accountability does not recommend any changes either.

Mr. Lavoie drew attention to the ongoing review by the Board, pointing out that re-organization, downsizing and reducing personnel within the system has necessitated the review of lines of reporting and evaluation of personnel. He suggested that the Board would have to make judgements relative to effectiveness of various programs as each report comes to the Board.

Mr. Rielly responded to Mr. Korz' questions on performance reviews by detailing some of the strategies employed through his and the Associate Director's office.

Questioning what is being developed to formulate realistic benchmarks to ensure the effectiveness and success of new programs that are being initiated, Mr. Korz suggested that the summary or listing of programs currently under review was too generalized and did not provide specific or real measures to assess programs. Mr. Korz suggested that trustees would have intervened in the development of this report had they been aware of its progress and direction.

Mr. Rielly assured the trustees that the new Director of Education will continue to have the ultimate responsibility for program accountability.

Noting that he was not seeking answers on these concerns, Mr. Korz questioned the role of trustees as policy makers in this procedure, the ongoing reporting format to keep trustees abreast of reports and the staffing costs to maintain the proper evaluation system. He indicated that he has two additional recommendations to address these concerns when he makes the motion to adopt the recommendations in the report.

In response to Mr. Korz' comment relative to the credibility problem with the public, Mr. Rielly contended that both the Board's programs and the manner in which they are delivered are exemplary.

Mr. Korz offered that effective measures of accountability would assist to prove which programs are quality and which are not and reiterated his criticism that this report does not include any specific measures.

Mr. Lavoie clarified for Mrs. Bishop that Recommendation 4.1 corresponds to the lines of reporting which should be reviewed in light of the many reorganization changes in the system. Recommendation 4.3 involves the roles and functions of individuals involved in program review, development and implementation.

Miss Bond clarified that a document on student learning will be part of the overall review on reporting student progress to the parents. She confirmed that trustee and parent representation on the Committee looking at the variety of ways of reporting to parents is welcome. Given the numerous evaluation and reporting processes, Miss Bond said all key factors will be incorporated in the report to achieve consistency and relevance.

Mr. Rielly affirmed Miss Bond's views and said that in keeping with the spirit of what is being developed at the Ministry in the area of benchmarks and the need to provide meaningful reporting to parents, he could not envision how all these would be achieved in the absence of involvement of the parents and trustees.

Miss Bond explained the process involved in the development of benchmarks, noting the Ministry of Education's guidelines and expectations on benchmarks and the Board's initial efforts in developing its own standards for the students. She said it could take a couple of years to have these things in place within the system.

Mr. Lavoie indicated that the Action Team is reviewing the current practices and procedures in personnel evaluation in order to bring them up to date with today's standards.

Mr. Rielly referred to a number of program reviews done by the Hamilton Board, e.g. History, Primary Junior and Math programs and detailed the review process involved. He said the final outcome from the review is brought to the Board members for consideration, noting the need to look at the expectations, to determine the gaps and incongruencies. Mr. Rielly said these program reviews have been an important source in setting future directions, adding that many beneficial changes have taken place based on the results.

Miss Cunningham appreciated the efforts of all those involved with the Report, noting that it was an "inherited" project due to staff changes and some people having to pick up the responsibility. However, her recollection was that the expectation of the Report was to not only address student outcome but give measures upon which the Board can evaluate everything that it is doing. Miss Cunningham referred to the Computer Report, an item on tonight's Agenda, and noted the absence in the report of a measure which could indicate that "we did very well" in that area, e.g. in terms of spending/best use of funds based on meeting the needs in the classrooms, etc. She felt that, through broadening this Report, all the areas of the system could be looked at closely in terms of "how we do business".

Mrs. Rodgers stressed the importance of the Report and added that she, too, was expecting more in this document. She stressed that the "bottomline" is accountability to the taxpayers.

In response to Mrs. Rodgers's request, Dr. Marie Bountrogianni, Chief Psychologist, discussed how program accountability is applied in the classroom. She cited a recent classroom situation (a large group of Grade 4 children reading below grade level) where a Program Accountability model was successfully applied (see Appendix A).

Mr. Stewart asked if a mechanism is in place wherein the Elementary teachers are evaluated annually on their performance.

Mr. Stockwell detailed the evaluation process for teachers and affirmed that a mechanism is in place to do this. He noted that evaluation is done on a three-year basis and that probationary teachers are evaluated during their first year of teaching.

Mr. Stewart was concerned with this process and wondered if this evaluation could be done on an annual basis.

Mr. Stockwell clarified that the present evaluation process for elementary teaching staff involves precise stages, e.g. pre-meetings, evaluation, feedback, development/writing of the evaluation document, etc. He added that it would be impossible to do proper and full evaluations on a yearly basis.

Responding to a further question from Mr. Stewart, Mr. Stockwell affirmed that identification of areas requiring improvement is done in the best interest of the teacher.

Mr. Stockwell affirmed for Mr. Stewart that there is an evaluation process for occasional teachers; however, this is not as detailed and formal as that for the permanent staff. He said those occasional teachers on long-term assignments usually request an evaluation as this is used as a basis for appointment to the permanent staff.

Ms. Orban acknowledged the relevance of accountability and felt the Board should consider both the short and long-term goals of Program Accountability. She observed that accountability and evaluation always comes from the higher level of an organization structure; she wondered about the possibility of a classroom teacher evaluating the principal or the students rating a teacher's performance in the classroom.

Mr. Stockwell said this kind of opportunity has merit and is being considered. He referred to a forthcoming report from Mr. R. Binns, Superintendent of Schools - Area 3, regarding the promotion process for Principals and Vice-Principals, which incorporates this idea.

Ms. Orban expressed some concerns with a three-year evaluation and said she also would prefer it be done on an annual basis. She suggested the performance evaluation should include health status, e.g. the Principal recognizing an exemplary teacher with stress-related problems. Ms. Orban considered this an important area to look at.

Mrs. Rodgerson also endorsed an annual evaluation for the teachers, pointing to the many changes likely to occur during the three-year period for evaluation. She suggested developing an appraisal form which allows for feedback from both the employer and the employee.

In moving the following, Mr. Korz noted that 4.0 and 4.5 were his additional recommendations to those in the Report and that he was changing the date in Clause 4.3 (ii) from December, 1993 to April, 1993.

Moved by Mr. Korz:

That the following recommendations regarding the Program Accountability Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

4.0 That the Hamilton Board of Education strive to be a leader in Program Accountability.

4.1 That the Director of Education strike a committee consisting of Staff and Trustees to review the current lines of reporting, the Committee to report with recommendations by June, 1993.

4.2 That the Human Resources Department in consultation with the Program Department, Area Offices and Branch Affiliates review the current personnel evaluation models and procedures, and report to the Board with recommendations by June, 1993.

4.3 That the Program Department, in collaboration with the Area Offices, the schools and the Branch Affiliates:

(i) review current roles and functions of staff in program review, development and implementation, and report to the Board with recommendations by February, 1993;

(ii) develop a role/function model for effective program review, implementation and delivery in the '90's, together with an implementation plan, and report to the Board by April, 1993.

4.4 That the Program Department in collaboration with the Area Offices and the schools review current practice in reporting student progress to parents and report to the Board with recommendations by April, 1993.

4.5 That the Program Department bring monthly updates to the Development Committee on the progress of Recommendations 4.1 to 4.4 of the Program Accountability Action Team Report (Program Department Strategic Planning Directions Paper).

It was explained for Mrs. Hill that Recommendation 4.2 is necessary to update the current practices and procedures to today's requirements, particularly those in place in the Elementary panel. Mr. Stockwell noted that a review covering the Elementary schools will coincide with the recent Secondary School review document.

There was agreement to vote on the recommendations separately.

Recommendation 4.0 was voted on and was CARRIED.

Recommendation 4.1 was voted on and was CARRIED.

Recommendation 4.2 was voted on and was CARRIED

Mr. Lavoie clarified that Recommendation 4.3 (i), if passed, will rescind the motion passed at the June, 1992 Board meeting (Report of the Personnel and Organization Committee) relating to the timeline of December, 1992 for a report on the structure and functioning of the Program Department. He said the extension of the timeline for two months will be beneficial for the staff working on this project.

Mrs. Bishop remarked that some of the recommendations may have budgetary implications and felt the information should be made available prior to the start of Budget Review meetings. She suggested the timeline in Recommendation 4.3 (i) be changed to January, 1993.

Moved in amendment by Mrs. Bishop:

That the date in Recommendation 4.3 (i) be changed to January, 1993.

Noting December, 1992 as the timeline approved at the June Board, Mr. Desmarais cautioned that changing that timeline at this point may pose some procedural problems. Dr. Johnston felt this amendment could be discussed and passed by this Committee tonight with its validity pending until Board approval is obtained.

Mr. Stockwell affirmed Mr. Desmarais' views and advised that a two-thirds majority vote is required to accept the amendment.

To forego further discussion on procedural problems, Mrs. Bishop agreed to change the timeline to **December, 1992** to align the recommendation with the motion passed at the June Board meeting.

The amendment was put to a vote and was **CARRIED**.

The motion, as amended, was put to a vote and was **CARRIED**.

Recommendation 4.4 was voted on and was **CARRIED**.

To address Mr. Hicks' concerns on Recommendation 4.5, Mr. Rielly and Miss Bond affirmed the difficulties of providing trustees with monthly updates covering Recommendations 4.1 to 4.4. Miss Bond said she would have no problem meeting this request if a verbal update would suffice.

Mr. Korz suggested the officials provide verbal updates along with the minutes of the Program Accountability Action Team meetings.

Miss Cunningham called for fairness and indulgence in this respect given the many changes which have occurred in the various areas of the system. She considered verbal updates sufficient and suggested the word "**verbal**" be added to the motion. The Chairman accepted the amendment.

Mr. Lavoie affirmed for Mr. Korz that minutes from the Program Accountability Action Team could be provided. Miss Bond, however, could not guarantee that there would be minutes of the meetings around the Program Department's responsibilities due to the shortage of staff as an outcome of the recent downsizing plans.

The motion, as amended, was voted on and was LOST.

Dr. Johnston thanked and acknowledged the efforts of all those involved with the Program Accountability Action Team Report.

At this point, Mr. Korz assumed the Chair.

NEW BUSINESS:

Co-Operative Education Review

Miss Bond provided a brief overview of the Report and acknowledged all the individuals involved with this project. She then called on Messrs. Bill Brown, Co-operative Education Consultant and Secretary of the Co-operative Education Review Steering Committee, and Raymond Therrien, Vice-Principal - George P. Vanier Secondary School and Chairperson (1991-92) of the Co-operative Education Review Steering Committee, to discuss the details of the Report.

Mr. Brown, in reply to Mr. Stewart's question, clarified that the Co-ordinator of Business and Co-operative Education will oversee the implementation of Recommendations 1 and 2 (the dissemination of information throughout the system). He noted that individual school services will be shared, feedback utilized for comparison for the system and the Co-ordinator will bring the action plan to the whole system. Mr. Brown then explained the role of the Area Supervisor in this project, noting the Area Office will have a handle on the respective areas in co-operation with the Co-ordinator of Business and Co-operative Education. He added that the Principal is responsible for the programs in each school.

Moved by Mrs. Bishop:

That the Co-operative Education Review Report be received for information and the following recommendations approved:

1. That information from the individual school surveys be shared with the Area Supervisors and school personnel from the respective schools in order to assist schools and areas with planning and implementation.

2. That the executive summary be made available to participating employers and parents, upon request, through the schools.

3. That an action plan and implementation timeline be developed under the direction of the Business Education/Co-operative Education Co-ordinator during the 1992-93 school year.

4. That the action plan clearly define the responsibilities at the system, area and school levels and that as part of the action plan, the following be included:

- . areas of concern identified in program supervision and administration such as:

- ownership of the program by subject teachers, and
- on-going role played by parents in the program

- . areas of concern identified in program supervision and administration such as on-site visitations by the co-op teacher, co-ordination of program delivery in the school and the availability of computers and data base for the program.

Mrs. Bishop requested statistics on students who are eligible to participate in the program. She wondered if the number (in percentage) of special education students using the program is available.

Mr. Therrien did not have the information but said this could be looked at and the data provided at a later time. He did not think that a large number of special education students are involved in this program.

Mrs. Bishop believed the Co-op program is not being used by certain populations and that it could be extended to other populations, i.e. New Canadians, adults. Speaking to the usefulness of statistics, she illustrated that knowing the proportion of males to females in the program could impact on the kind of program offered.

It was agreed that Mrs. Bishop would be provided with a copy of the various statistics which are available but not included in the report.

Mr. Brown affirmed for Ms. Orban that this program may invoke community college interest and involvement relative to credits. He referred to the Board's Articulation program with Mohawk College and remarked this could be the start toward this direction.

Responding to a further question from Ms. Orban, Mr. Brown clarified that the liaison between the school and the work site is the classroom teacher's responsibility in conformity with the requirements of the Ministry of Education for grant purposes.

Mr. Brown advised that all necessary modifications to the program will be addressed in the overall action plan to address variances among the many participants.

Mr. Brown, responding to Ms. Patenaude's query, stated that in light of the employers' requests for more information from the schools, it is the intent to improve the lines of communication through the on-going integration of the Board's computer system. It is also anticipated that, through an improved computer system, the co-operation and co-ordination with other school boards on this program will be facilitated.

The motion was put to a vote and was CARRIED.

Mr. Korz thanked the presentors and all the staff involved with the Co-operative Education Review.

Computer Report

Miss Bond provided a brief overview of the Report then called on Mr. Dave Didur, Curriculum Resources and Technologies Co-ordinator, who reviewed the Report with the members.

In discussing the Report, Mr. Didur highlighted that the computer needs at the secondary schools are at satisfactory levels while the student-computer ratio in elementary schools still has to reach an acceptable level. He advised that school boards may be required by the Ministry of Education to provide an annual plan relating to computerization in the schools, e.g. an evaluation of the individual teachers, school plan and program as well as the Board's support. The official Ministry document outlining this annual plan had been anticipated in June. Mr. Didur further explained that when the information from the Ministry becomes available, the Board will initiate the appropriate planning.

Moved by Dr. Johnston:

That the Computer Report 1984 - 1992 be received for information.

Mrs. Hill noted the large discrepancy in the distribution of computers among the schools. She felt that efforts should be exercised to "average out" and equalize the allotment of computers among the schools and inquired about the possibility of transferring computers from one school to another to meet the students' requirements. She mentioned that some computers were purchased for the schools through the Home and School Council.

Mr. Didur explained that the Ministry document expounds on the integration of computer-related activities in every level of education, e.g. Physical Education data base.

In reply to Mr. Darby's question, Mr. Didur clarified that the "Other" column on Page 65 refers to computers purchased either through school fundraising or the parents' associations. He noted these machines are old and obsolete.

Mr. Darby expressed hope that new computer purchases could be considered during the Budget Review meetings noting that Ministry funding is available.

In response to Miss Cunningham's request, Mr. Didur described the operation within the Curriculum Resources and Technologies Department, highlighting the staff complement in the Department. He mentioned that all computer repairs are handled through the Dundurn equipment facility.

Miss Cunningham encouraged the direction towards having only one team in the system working together on

computerization in our schools, i.e. combining Curriculum Resources and Technologies Department and Computer Services.

Responding to Ms. Orban's question, Mr. Didur stated that computer rentals are not a viable option as such are not eligible for Ministry grants.

Mr. Didur, in response to Mrs. Rodgerson's query, discussed the downtime involved during computer repairs. He affirmed this has become a crucial problem in the schools' computer network.

The motion was voted on and was CARRIED.

The Chairman thanked Mr. Didur and all the staff involved with the Report.

Report of the Committee
to Study Religious
Education in Schools

In presenting the Report, Dr. Johnston highlighted the following:

(a) The Ministry's consultation document on Opening Exercises was meant to supplement the submission made by the Toronto Board of Education. The final draft has little Christian relevance because 66% of the contents was written by secular persons, 5% by religious individuals, 4% were short quotations from Mother Theresa, 4% were readings from the Scriptures and other sources. The release of the final draft is anticipated within the next few weeks.

(b) The Ministry's document on "Education about Religion in Ontario Public Elementary Schools", which would have been completed in June, has been submitted to certain school boards; the Hamilton Board did not receive a copy.

(c) The letter from Wilfrid Laurier University is presented for the members' information.

Referring to the Ministry's document on "Education about Religion in Ontario Public Elementary Schools", Dr. Johnston wondered why the Hamilton Board was not given the opportunity to review the document, considering that its release was handled by Ms. Carola Lane, a former Hamilton Board staff. He remarked that the members of the Committee to Study Religious Education in Schools were keen on examining the document. Dr. Johnston recalled that Ms. Marion Boyd, former Minister of Education, spoke of this document as a curriculum material; however, the Ministry's direction has changed and the document has turned out to be only resource material. He noted that individual groups will prepare the scope and sequence for the document in light of the government opting to forego the development of curriculum materials.

Moved by Dr. Johnston:

That the following Report of the Committee to Study Religious Education in Schools be approved:

1. That the following items, referred back to this Committee by the Development Committee and Board at their

meetings in June, be dealt with at one final meeting of the Committee and that, having fulfilled its mandate at that time, the Committee await any other direction from the Board relating to religious education:

(a) The Ministry of Education's Consultation Document on Opening Exercises

(b) The Ministry of Education's document, "Education about Religion in Ontario Public Elementary Schools"

(c) The letter from Wilfrid Laurier University regarding courses on religious education

CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

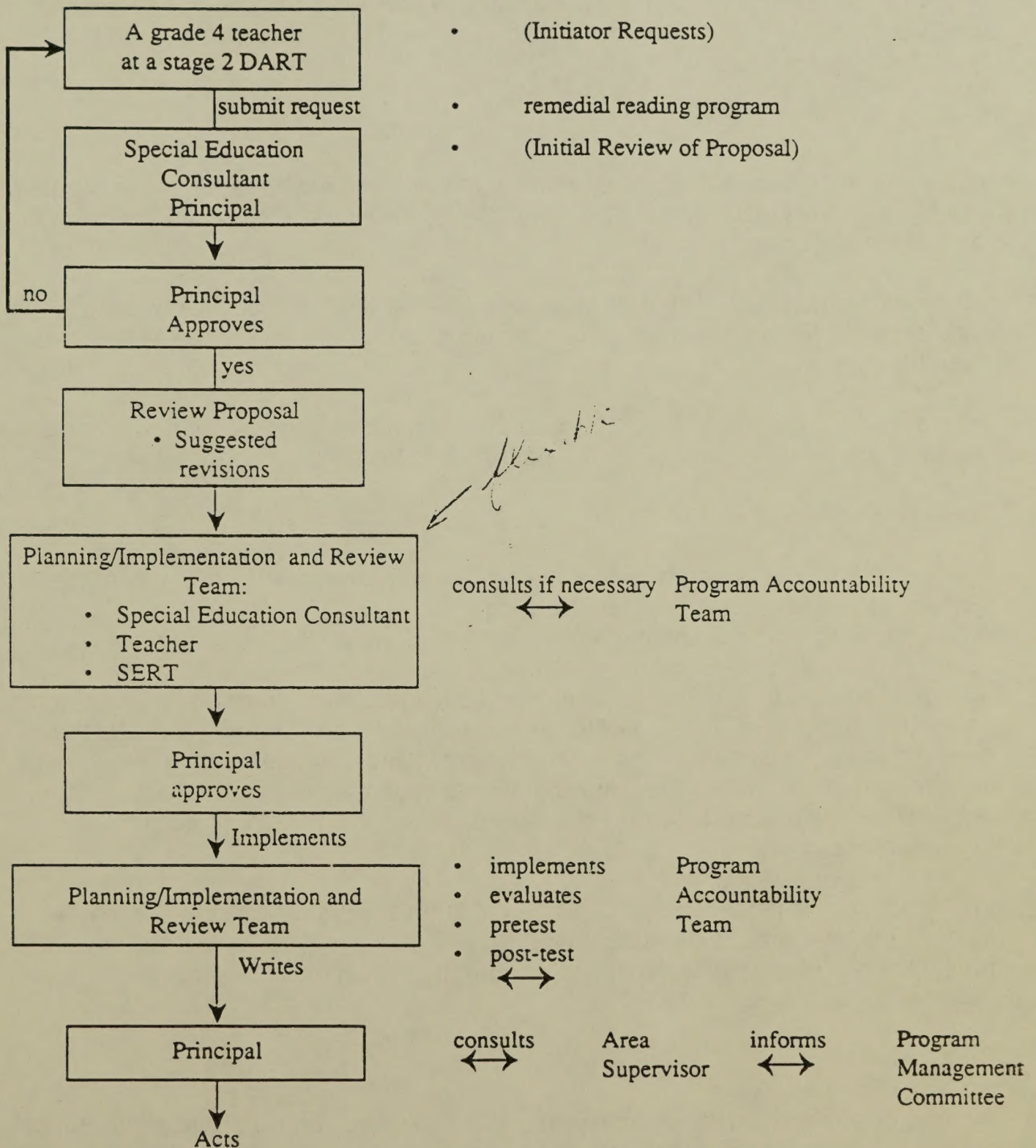
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Att.

Program Accountability

Classroom Example

Problem: Large group of grade 4 children reading below grade level



Program Accountability: Classroom Example

Problem:

A grade 4 teacher was concerned that many of the children in her class were at or below the beginning grade 3 level of achievement in reading when tested with the Gates-MacGinitie reading test, Level C, Form 1 in September, 1991. (pre-test).

Method

The program proposed included metacognitive decoding strategy, ear training, riddle, spelling, cloze, word sort, and game activities and would supplement the existing reading program.

Between September 1991 and May 1992, the teacher agreed to devote 15 minutes daily to the program. The teacher decided to include the entire class in this instruction.

At the end of the thirty-week period, post-testing was done with the same form (Form 1) of the Gates-MacGinitie reading test, Level C.

Results

- the gender of the student did not play a significant role in the differences that were observed over the time of the program.
- there were not significant changes over the duration of the program in vocabulary skill development.
- a significant change occurred over the duration of the program in reading comprehension : the students who were below the class mean on the reading comprehension pre-test experienced a significant improvement in reading comprehension above and beyond normal developmental gains, whereas the students who were at or above the school mean did not show significant improvement.

The statistical analysis clearly tells us that this program is not for every student in the class. It appears to be most useful for those students who are roughly a grade or more behind their current placement in achievement in reading comprehension.

Conclusions

By carefully weighing student needs, characteristics of Compensatory Education students and the Language Arts instructional philosophy of the Curriculum Department and by measuring objectively the before and after levels of independent reading competence, program accountability has been conscientiously demonstrated.

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NOVEMBER, 1992

DEVELOPMENT COMMITTEE

URBAN MUNICIPAL

DEC 10 1992

GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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MINUTES OF THE DEVELOPMENT COMMITTEE
1992 11 05

Present: Trustees Korz (Chairman), Johnston, Orban, Patenaude and Rodgerson.

Not

Present: Trustees Mason and Cunningham.

Also

Present: Trustees Bishop, Darby, Hicks, Hill, Lowe, Mulholland, Rogers, Stewart and Wilson.

Officials

Present: K. Rielly (Director of Education and Secretary)
E. Bond (Superintendent of Program)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)
F. Cooke (Assistant Superintendent of Program)

The Chairman called the meeting to order and noted regrets were received from Trustees Mason and Cunningham. He then called for confirmation of the minutes.

Moved by Ms. Orban:

That the minutes of the regular meeting of 1992 10 01 be approved as presented.

CARRIED

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Program Department
Strategic Planning -
Development and
Implementation Action
Team Report

Miss Bond reviewed the Report, noting the developments within the Board which impacted on the work of the Action Team. She added that this has resulted in the Action Team's mandate being addressed in a variety of ways. Miss Bond then acknowledged the presence of Ms. Donna Quigley, the Chairperson of the Development and Implementation Action Team before her secondment to the Ministry of Education and advised that Ms. Trish Fulton, Area Supervisor - Area 4, has since assumed the Chair for the Action Team.

Moved by Dr. Johnston:

That the Development and Implementation Action Team Report (Program Department Strategic Planning Directions Paper) be received for information and the following recommendations approved:

(a) That the information gathered by the Development and Implementation Action Team be forwarded to the Superintendent of Program for consideration in developing the reports to the Board by December, 1992 and April, 1993 respectively as outlined in the Board motions*.

(b) That the original chairman of the Development and Implementation Action Team provide input to the Superintendent of Program for consideration in developing the reports to the Board by December, 1992 and April, 1993 respectively as outlined in the Board motions*.

[*June Report of the Personnel and Organization Committee [Clause 2, General] and in the October Report of the Development Committee [Clause 1. (d) (i) and (ii), General]

CARRIED

NEW BUSINESS:

Provincial Benchmarks Project

Miss Bond provided an overview of the Report then called on Mr. George Knill, Mathematics Co-ordinator, who discussed the details of the Report with the members.

In response to Mr. Korz' query, Miss Bond clarified that, with the responses to the Validation Draft expected to reach the Program Department by December, a report will come back to the Development Committee in January, 1993 prior to submission to the Ministry. She noted that the Ministry's submission timeline is 1993 01 15.

Mr. Knill, in reply to Mrs. Bishop's concerns, stated that it will be the responsibility of the Area Supervisor to provide interested parents with information regarding the response process for this document. In regard to trustees wishing to respond, Mr. Knill felt they can be involved individually or provide a collective response.

Ms. Wilson suggested the Area Supervisor could meet with trustees interested in providing input to the document.

Mr. Knill clarified for Ms. Wilson that the Area Supervisor, with the assistance of the School Principal, will oversee and ensure that the teaching staff are well informed about the validation process. He reminded them that the Board has four weeks for preparation of its submission; however, an extension may be requested from the Ministry, if required.

Replying to Ms. Orban's concerns, Mr. Knill emphasized that benchmarks are not intended to be used to provide mark assessments and that grading the students remains the responsibility of the classroom teacher.

Mr. Korz remarked that benchmarks should be construed as part of the overall process of evaluating student performance.

Ms. Orban expressed interest in the input from Mohawk College and McMaster University.

Mrs. Rodgers observed that, with the developments relating to benchmarks in the schools, education seems to be heading for mainstreaming in the Elementary panel and destreaming in the Secondary schools.

Mr. Knill felt the Ministry intends to establish a range of benchmarks so all students will reach some level of achievement.

Responding to a further question from Mrs. Rodgers, Miss Bond noted that there are Boards which have developed benchmarks, some very similar to the Ministry's

project. She added that the Board will review its curriculum to identify possible revisions when the Ministry's Benchmarks document is finalized.

When Mrs. Rodgeron inquired about the Board's plans to develop its own benchmarks, Miss Bond advised that it maybe best and most cost effective to use the Provincial Benchmarks rather than develop our own. She noted the high financial costs incurred by larger school boards, e.g. Metro Toronto and Ottawa, in developing their own benchmarks.

Mr. Knill clarified for Ms. Patenaude that the Ministry of Education has released the Benchmarks document to both public and separate school boards. How the document is dispersed in each system is at each Board's discretion.

Noting that the proposed benchmarks are only for specific grades, i.e. Grades 3, 6 and 9, Mr. Mulholland expressed concern that this defeats the true purpose of benchmarks and urged the Board to provide performance standards in every grade. Mr. Mulholland considered learning outcomes to be the most important ingredient in evaluation of education for all students. He added that the Board should provide the needed resources in facilitating the student's progress.

Miss Bond acknowledged Mr. Mulholland's sentiments and assured him these will be considered. She said the classroom teacher reports to parents on a regular basis and the remedial procedures put into place will prove vital in helping the student meet the targetted benchmarks.

Mrs. Hill expressed ambivalence with the effectiveness of benchmarks in ensuring student performance and achievement.

Mr. Knill clarified for Mrs. Hill that responsibility for student evaluation, along with appropriate remedial procedures, will continue to rest with the classroom teacher. He added that all curriculum differs slightly because of the documents used by the teachers; however, these benchmarks will provide a common basis and will, in essence, "drive" the curriculum.

To address the members' concerns, Miss Bond explained that the benchmark categories "All Students", "Most Students" and "Some Students" utilized in the Ministry document, refer to performance levels which serve as the "base" in improving student performance. She pointed out that the delivery of program throughout the system should be looked at closely to assist in advancing the student to a higher level of performance.

Responding to Mr. Stewart's concerns, Miss Bond explained that this Ministry document is in response to the public's petition for establishing academic standards across Ontario.

When Ms. Patenaude requested clarification on curriculum guidelines relating to passing or failing students, Miss

Bond explained that the assistance of the Diagnostic and Resource Team (D.A.R.T.) is sought in addressing problem areas, noting that the Team looks beyond a "Pass" or "Fail" for the student and addresses the problem in a variety of ways, e.g. reviewing both the teaching and learning methods, etc.

Moved by Ms. Orban:

That the Ontario Provincial Benchmarks validation package for grades 3, 6, 9 Mathematics be received for information and that a report on the responses to the validation/response questionnaires be brought back to the Development Committee for approval prior to submission to the Ministry of Education. **CARRIED**

**Motion to Thank the
Chairman**

Moved by Ms. Patenaude:

That the members acknowledge the conscientious efforts of Mr. Geoff Korz in the efficient way in which he conducted the meetings of the Development Committee this past year. **CARRIED**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

**Program Department
Strategic Planning -
English As a Second
Language/English Skills
Development Action Team
Report**

Miss Bond gave a brief background on the work progress of the English As a Second Language/English Skills Development Action Team and then called on the following presentors who reviewed the Report with the members: Ms. Barbara Howard, Academic Staffing Co-ordinator and Chair - English As a Second Language (ESL)/English Skills Development (ESD) Action Team; Mr. Neville Nunes, English As a Second Language/English Skills Development Consultant; Mr. Donald Hostein, Principal - Gibson Elementary School; and Mr. John Forbeck, Vice-Principal - George L. Armstrong Elementary School.

In reply to Mrs. Hill's query, Mr. Nunes clarified that those recommendations which reflect "Ongoing" timelines (Recommendations 1, 2, 6 and 7) reflect existing Board policies. Recommendations 3, 4, 5 and 8 may require modifications to the way the Board does its business.

It was explained for Mrs. Hill that Recommendation 5 deals with the required co-ordination of the ESL/ESD program while Recommendation 8 calls for an annual review of the overall program, to ensure proper evaluation and accountability for the program.

When Mrs. Hill questioned some duplication between Recommendations 4 and 6, Miss Bond stated that the proposed Area Committee in Recommendation 4, within its advisory capacity, will be looking at the best way of inservicing staff. She noted that one of the objectives of the Program Management Committee is to avoid duplication of efforts among the staff.

Mr. Nunes clarified for Mrs. Rodgerson that assistance in literary skills for the ESL/ESD students discussed under Items 1, 2 and 3 on Page 7 of the Report may include children from the visible minority and immigrant groups but not those born in Canada. However, he felt these students may be accommodated in the program when resources are available.

Mr. Nunes advised that the present Pupil-Teacher Ratio (PTR) for the program is 1:30, noting this to be beneficial for half-day classes, i.e. 15 in the morning and another 15 in the afternoon.

Mrs. Rodgerson, noting the Cost Implications for Recommendation 2, requested comparable cost details for transporting students from school to school versus increased teacher staffing when students are served in their neighbourhood school.

Mr. Korz pointed to the indication that any costs will be within existing resources. He also noted that, rather than hire more teachers, the intent is to create self-contained classes within a few schools where the need is most concentrated with itinerant teachers assigned accordingly.

Mr. Nunes explained for Mrs. Rodgerson the process involved in acquiring interpreter service for the ESL/ESD program, noting the allocated budget to be about \$7,000. He then alluded to the development of a cultural interpretation service comprising qualified persons in native languages who will assist in dealing with ESL/ESD students and parents during orientation, assessments, etc.

In response to Mrs. Lowe's question, Mr. Nunes clarified that the services of interpreters are utilized as needed and that they are paid only for the actual time they work for the Board.

Mr. Hostein confirmed for Mrs. Rodgerson that there is no anticipated costs for occasional teachers to cover those teachers attending Area Committee meetings (Page 16), emphasizing the efforts to schedule meetings after school hours.

When Mrs. Rodgerson questioned the nature of the role of an advocate for the ESL/ESD Program Co-ordinator, as outlined in Recommendation 5, Mr. Hostein emphasized that the overall responsibility for advocacy for students and programs in the school will still rest with the School Principal. Mr. Nunes added that "advocacy" is a function expected from all ESL/ESD teaching staff.

Miss Bond affirmed for Mrs. Rodgerson that Recommendation 7 has correlation with the Board's Race Relations Policy; however, the role of the Race Relations Co-ordinator has not been expounded in the Report as there was no such position at the time this Report was being developed.

Mr. Stewart expressed concerns with the wording in Recommendations 2 and 3. He perceived that

Recommendation 2 requires all students to be served in their neighbourhood school while Recommendation 3 conveys the message that every school will be offering the ESL/ESD program.

Mr. Korz suggested, and the members concurred, that the phrase "where appropriate" be affixed to Recommendations 2 and 3.

In expressing his appreciation for the Report and the recommendations, Dr. Johnston acknowledged the significance of establishing an Area Committee in each area. He suggested and obtained the members' agreement for Recommendation 4 to read as follows:

"That an Area Committee be established in each area."

Dr. Johnston endorsed Recommendation 7 and emphasized the importance of recruiting applicants from visible minority groups.

In speaking on future trends relating to Canadian immigration, Ms. Orban alluded to the successful ESL/ESD program at Lake Avenue Elementary School where 60% of the school population comprises ESL students.

Mr. Nunes advised that the same developments are happening at Sir John A. Macdonald Secondary School and Hess Street Elementary School. He envisioned that cultural diversity will continue to grow within the school system and that global indications should be considered closely for effective programming.

Mr. Binns explained that the situation at Lake Avenue is an outcome of the increasing number of immigrant students entering the school and this population shift is expected to continue over the next five years. Given the success of the program, Mr. Binns added that programs for other schools are being patterned after Lake Avenue.

Mr. Nunes added that many improvements for the ESL/ESD program for Area 3 resulted from the inservicing of their staff over many years.

Mr. Nunes advised Mrs. Lowe that there are four locations involved with ESL/ESD program on the Mountain and about 26 locations for the Lower City. He anticipates increasing needs for some schools on the Mountain, particularly at Highview, Helen Detwiler and James MacDonald Elementary Schools.

When Mrs. Lowe surfaced some concerns relating to financial implications in the area of Pupil-Teacher ratio and the impact on negotiations, Miss Bond affirmed the increasing number in student population and the corresponding increase in student needs and staffing requirements. However, she advised that the intent is to look at the "realities" of the program and address the needs accordingly.

Some members raised concerns on student tracking in conjunction with evaluation and the annual review process for the program. Mr. Korz suggested, and the members concurred, that the tracking of numbers of students, self-contained classes and itinerant teachers should be incorporated in Recommendation 8.

Incorporating the changes as suggested during the discussion, it was moved by Mrs. Bishop:

That the following recommendations regarding the English As a Second Language/English Skills Development (ESL/ESD) Action Team Report (Program Department Strategic Planning Directions Paper) be approved:

1. That the ESL/ESD students continue to be provided with intensive, partial and tutorial support for a monitored period of up to seven years after the student's registration with the Hamilton Board of Education. Timeline: Ongoing

2. That, where appropriate, all ESL/ESD students, elementary or secondary school be served in their neighbourhood school and appropriate resources allocated to meet student needs. Timeline: Ongoing

3. That, where appropriate, each school identify an ESL/ESD Team which will be responsible for a variety of functions. Timeline: Phased in over 1992-1995 school years

4. That an Area Committee be established in each area. Timeline: Plans for Area Committees should be in place during the 1992-1995 school years.

5. That the Superintendent of Program review the responsibility for the ESL/ESD program. Timeline: by April, 1993

6. That a plan be put into place for the inservice and professional development of all staff providing service to ESL/ESD students. Timeline: Ongoing

7. That members of visible minority groups be encouraged to seek positions with the Hamilton Board of Education. Timeline: Ongoing

8. That a review of the ESL/ESD program in Hamilton be done on a continuous basis using a review model which ensures accountability and which includes the tracking of numbers of students, self-contained classes and itinerant teachers. Timeline: An initial review should take place in the 1994-95 school year.

Mrs. Bishop spoke in support of the Report. She said that in looking at the recommendations, the members should be reminded that the work of the Action Team started about two years ago when the situation was quite different from now. In conclusion, Mrs. Bishop expressed her gratitude and appreciation for the efforts of all those people comprising the Action Team.

Mr. Hicks wondered if there is a "link" between the students in the Board's ESL/ESD program and the parents taking a similar program in another learning institution which may assist the program in a positive way.

Mr. Nunes stated that there are not as many links as we would hope to have at this time. Positive outcomes could be evident in greater community links and in terms of grants from the Provincial Government.

The motion was put to a vote and was CARRIED.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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DECEMBER 1992

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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ELEMENTARY/SECONDARY

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MINUTES OF THE DEVELOPMENT COMMITTEE
1992 12 03

Present: Trustees M. Lowe (Chairman), Bishop, Mason, Mulholland, Wilson and Cunningham.

Not

Present: Trustee Patenaude.

Also

Present: Trustees Darby, Hicks, Hill, Johnston, Orban, Rogers and Stewart.

Officials

Present: K. Rielly (Director of Education and Secretary)

E. Bond (Superintendent of Program)

M. Quinn (Superintendent of Schools - Area One)

N. Nicholls (Superintendent of Schools - Area Two)

R. Binns (Superintendent of Schools - Area Three)

P. Gillie (Superintendent of Schools - Area Four)

F. Cooke (Assistant Superintendent of Program)

Mrs. Lowe called the meeting to order and noted regrets were received from Trustees Patenaude and Rodgerson. She acknowledged the presence of Ms. Ann Arndt, the new Home and School Council representative to the Development Committee.

Mrs. Lowe then called for confirmation of the minutes.

Moved by Canon Rogers:

That the minutes of the regular meeting of 1992 11 05 be approved as presented.

CARRIED

Dr. Johnston requested the record show the extension of the Board's sympathy to Mrs. Shirley Rogers, Assistant to the Secretary of the Board, and her family on the passing of her mother, Mrs. Winnifred Frayne.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Report re Structure and
Functions in Program
Review, Development and
Implementation

Moved by Mrs. Bishop:

That the following recommendations in the Report on Structure and Functions in Program Review, Development and Implementation be approved:

(a) That this Report be referred to the Director of Education to provide information to the "committee consisting of Staff and Trustees to review current lines of reporting, the committee to report with recommendations by June 1993" as outlined in the Board approved Program Accountability Action Team Report (Program Department Strategic Planning Directions Paper).

(b) That this Report be referred to the Superintendent of Program to provide information to the committee comprised of Area Office, Principal, Branch Affiliates and Program Department representation to "develop a role/function model for effective program review, implementation and delivery in the 90's, together with an implementation plan and report to the Board by April 1993" as outlined in the Board approved Program Accountability

Action Team Report (Program Department Strategic Planning Directions Paper).

Miss Bond agreed to provide copies of the Three-Year R.D.I. (Review, Development, Implementation) document to the members. (Note: Copies of the document placed in Trustees' lockers on 1992 12 07.)

Mrs. Bishop referred to the chart on Page 6 regarding Structural Links, noting the model "flows from top to bottom", and suggested curriculum development begin with and build on exemplary practices in the classroom.

Responding to Ms. Orban's query, Miss Bond clarified that there is close co-ordination between the Area Supervisor and Superintendent of Schools. She anticipates the review committees will address the issues surrounding the roles/functions and linkage between these two key positions.

Referring to the Chairman's Inaugural speech which pointed to the review of programs and decentralization as the Board's top priorities, Mr. Mulholland questioned whether the recommendations in the Report were premature in the evaluation and review of the system structure.

Miss Bond explained that these are based on what is currently happening. The referral to the proposed review committees will be useful in facilitating the implementation of the key priorities of the Board.

In reply to Miss Cunningham's question, Miss Bond said collaboration between the Area Supervisors and the Program Department occurs as various programs are considered. She explained that, as Superintendent of Program, she brings program initiatives which the Area Offices may want to consider through the Administrative Council.

Miss Bond clarified for Dr. Johnston the linkage among Director's Council, Administrative Council and Program Management Committee, with the latter geared towards communication and co-ordination.

The motion was put to a vote and was CARRIED.

NEW BUSINESS:

Reconstitution of Ad Hoc Committees:

Committee to Study Religious Education in the Schools

Moved by Ms. Wilson:

That the Committee to Study Religious Education in Schools be reconstituted for 1993 to consist of five members appointed by the Chairman of the Board with the same mandate as 1992:

(a) That the following items, referred back to this Committee by the Development Committee and Board at their meetings in June, be dealt with at one final meeting of the Committee and that, having fulfilled its mandate at that time, the Committee await any other direction from the Board relating to religious education:

(i) The Ministry of Education's Consultation Document on Opening Exercises

(ii) The Ministry of Education's document, "Education about Religion in Ontario Public Elementary Schools"

(iii) The letter from Wilfrid Laurier University regarding courses on religious education

CARRIED

When Dr. Johnston inquired about the resumption of ad hoc committee meetings in light of the C.U.P.E. strike, Mrs. Lowe clarified that the direction relating to this will come from the Chairman of the Board.

Child Care Committee

Moved by Canon Rogers:

That the Child Care Committee be reconstituted for 1993 to consist of five members appointed by the Chairman of the Board with the same mandate as 1992:

(a) That the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee.

(ii) That the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.

(iii) That the Child Care ad hoc committee report its recommendations in June, 1991 for implementation in September, 1991.

(iv) That until the Child Care operating manual is approved:

(aa) no additional space in Hamilton Board of Education buildings be allocated to child care beyond centres currently in place and centres in the planning stage as of February, 1991.

(bb) child care facilities constructed by the Ministry of Education, and attached to newly constructed schools, be operated by the Umbrella Family and Child Centres of Hamilton.

(v) That the Draft Child Care Operating Procedures be used as a reference document by the Child Care ad hoc committee.

(vi) That the rental fees for child care centres in Hamilton Board of Education buildings be approved by the Director's Office until the level of service is established and the operating procedures are approved.

(vii) That the Ministry of Education Memorandum 1991: B4, dated 1991 08 12, re Child Care Centres be referred to the Child Care Committee.

(viii) That revised recommendations to the Draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups.

CARRIED

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Program Department Strategic Planning - Alternative Education Action Team Report

Miss Bond introduced the Report and then called on Mr. Harry Traini, Vice-Principal - Westmount Secondary School and Chair - Alternative Education Action Team, to review the Report.

When Mrs. Bishop commented that the Report did not provide a definition of Alternative Education, Mr. Traini referred her to the Belief Statements on Page 20, noting the concept of Alternative Education could be discerned from these statements.

Mrs. Bishop expressed several concerns with the Belief Statements. Citing the issues of rising student dropouts and the proposed destreaming of Grade 9, she felt the Report provided a narrow view of Alternative Education. Mrs. Bishop, concluding that students have a larger spectrum of problems than just social and emotional difficulties, suggested that a variety of alternative programs may be needed.

Referring to Recommendation 2, Mrs. Bishop pointed to the lack of authentic and documented evidence on the feedback relating to the effectiveness of the program, in terms of cost, line responsibility, resources, access, consistency and accountability. She considered a sampling of respondents, e.g. parents and interest groups, would have been useful in reviewing the Report.

Mr. Traini explained that the findings were based on interaction with parents and other interest groups, noting the present tracking system does not provide enough information. He added that a Co-ordinator for the program would address this concern.

Mrs. Bishop noted further that the Implications in Recommendation 2 seemed to be going in two directions, i.e. school-based or autonomous versus system-based approach. Pointing to the absence of costing for the proposed Co-ordinator of the program, Mrs. Bishop was apprehensive with this direction, particularly the added responsibility to the position.

Mr. Traini clarified for Mrs. Bishop that a Department Head to oversee the program would be more appropriate in the

secondary schools. While responsibilities of the Program Leader for the elementary program will change, the appropriate position title has yet to be determined.

In response to a further question from Mrs. Bishop, Mr. Traini explained that a composite secondary school may be suitable for the secondary program given the need for a wider dispersion of students. The situation is different in the elementary schools where there is smaller student grouping.

Mr. Traini, in reply to Mrs. Bishop, clarified that the direction suggested in Recommendation 7, particularly the liaison with community agencies, is meant to promote consistency among the various programs in the system.

Dr. Johnston voiced his support for Alternative Education and for further expansion of the program. However, noting the lack of financial implications for some of the recommendations in the Report, he expressed concern that the implementation of Alternative Education could be at the expense of other programs in the system. Referring to the Implications of Recommendation 3, Dr. Johnston suggested the term "freedoms" be changed to the more appropriate word "responsibility".

Responding to Dr. Johnston's query, Mr. Traini emphasized the importance of the social worker's involvement in this program. In light of the anticipated increased funding for the program, Mr. Traini said it was deemed that the social worker component should be one of the key factors in taking advantage of improved grant allocation.

In addressing Dr. Johnston's concerns, Mr. Traini remarked that the Alternative Education program is a "last resort" for students requiring special assistance.

Recalling his earlier discussion with the Superintendent of Program, Dr. Johnston advised that the Report has not been vetted through the Alternative Education staff and other interest groups. He felt it appropriate at this time to refer the Report back to the Action Team for further analysis and to enable the Team to address the members' concerns.

Moved by Dr. Johnston:

That the Alternative Education Action Team Report (Program Department Strategic Planning Directions Paper) be referred back to the Action Team for further consultation with the trustees, Alternative Education staff and concerned parents and a report be brought back to the Development Committee as soon as possible.

At Mrs. Hill's suggestion, Dr. Johnston agreed to withdraw his motion in order to permit questions on the Report itself.

Mrs. Mason, while supporting the Report, voiced her concern with Recommendation 12 and Mr. Traini assured her that the intention is to closely evaluate Alternative

Education along with the other programs. He perceived Alternative Education to be a long-standing program given its relevance to students at risk in the system.

Mr. Traini clarified for Ms. Wilson that having the program in the composite secondary school setting will facilitate access to additional resources in a more structured way.

Mr. Traini, in response to Ms. Wilson's query, explained that a number of factors should be considered in integrating Alternative Education into the normal school setting, e.g. academic, staff, physical, etc. He noted that general as well as specific criteria must be used in addressing student needs for consistency and fairness throughout the system.

In response to concerns regarding the emerging role, functions and costing for the proposed Department Head position, Mr. Traini expounded briefly on the nature of the job and emphasized its significance in terms of program accountability for Alternative Education.

Noting the various student support services in place, particularly in the secondary schools, Ms. Orban called for a closer review of these programs in order to forego duplication of efforts. She acknowledged the success of Alternative Education at Caledon Secondary School, considering it to be a unique and authentic program and urged further consideration of this model.

Mr. Darby voiced his support of a secondary school setting for the program; however, he questioned an alternative to a full Department Head position overseeing a program for 15 students.

Mr. Traini underscored the need for additional staff to maintain the proposed additional sites for the program.

With no further questions, it was moved by Dr. Johnston:

That the Alternative Education Action Team Report (Program Department Strategic Planning Directions Paper) be referred back to the Action Team for further consultation with Trustees, Alternative Education staff and concerned parents and a report be brought back to the Development Committee as soon as possible.

Mr. Darby called the question and it was Carried.

The motion was voted on and was LOST.

Moved by Ms. Wilson:

That the following recommendations in the Alternative Education Action Team Report (Program Department Strategic Planning Directions Paper) be approved and the additional costs of the Alternative Education Program be referred to the Budget Review Committee:

Program Recommendations

1. That the mandate of the program continue to be to meet the needs of average or above average students who are at risk of dropping out of school and are not being successful in the regular program. Timeline: Ongoing

2. That the concept of our present model for elementary and secondary alternative education in Hamilton is sound and should be used as a basis for a revised model. The revisions are necessary to address a number of concerns regarding cost effectiveness, line responsibility and overall effectiveness of the program. Timeline: September 1993

3. That the program provide a setting to assist students to set and reach academic goals with support to deal with emotional and social problems that are often the causes for their academic shortcomings. The primary purpose is to convince students who may be at risk of ceasing their formal schooling, that there is value in academic/vocational pursuits and that learning is a life-long process. Timeline: Ongoing

4. That, in order to more effectively deliver an Alternative Education service, the following changes in program support should take place:

- . An existing Program Co-ordinator should be given the responsibility for co-ordination of Alternative Education.

- . An Alternative Education Department Head be established replacing the existing position of Program Leader for each of the secondary Alternative Education departments.

- . The position of Program Leader should be maintained for the elementary programs.

- . An Alternative Education Implementation Team should be established to include the Program Co-ordinator with Alternative Education responsibilities as well as appropriate superintendents, principals, teachers, federation representatives and community delegates.

Timeline: September 1993

5. That the need for additional Secondary Alternative Education sites to service each of the four areas be carefully studied as well as the possibility of an additional Elementary Alternative Education program site on the mountain to service students in areas two and four. Timeline: January 1993

Resource Recommendations

6. That students in the alternative program should have equity of access to resources. For secondary students, housing the program in composite secondary schools will facilitate this recommendation. Additional material resources should be made available to schools that house the elementary programs. Timeline: Ongoing

7. That the Program Co-ordinator with Alternative Education responsibility be the person responsible for making the connections with other program areas and community agencies. Timeline: September 1993

8. That social workers be an integral part of each of the programs. Timeline: Ongoing

Student Recommendations

9. That Admission Panels be established. The Admission Panels should establish city-wide criteria for admissions. Timeline: February 1993

10. That the Program Co-ordinator with Alternative Education responsibility, with the Implementation Team, be responsible for establishing and maintaining a tracking process for students in the program, as well as for students who are no longer there. Tracking of present students should be done in concert with the department head or program leader. Timeline: September 1993

11. That the Program Co-ordinator with Alternative Education responsibility have the responsibility of establishing the linking between feeder schools and the schools and agencies that are receiving Alternative Education students. Timeline: Ongoing

Recommendations for Further Study

12. That further study take place to:

- . review the Alternative Education Program in Hamilton on a continuous basis, using a model provided by the Program Accountability Team, to monitor and evaluate the program and appropriate access to intended curriculum, as well as the success of the program in meeting the needs of these at risk students.

- . evaluate other programs both in individual schools and Board-wide programs that focus on students at risk of dropping out of school, with the possibility of making the Alternative Education Program in its present format, obsolete.

- . look at the feasibility of programs for identified students who are at risk, as well as behavioural students for whom the regular programs are not presently being successful.

- . tie in other retention initiatives such as Co-operative Education and Supervised Alternative Learning for Excused Pupils and have these work in conjunction with the present Alternative Education Program.

- . look at the feasibility of a Primary-Junior alternative program to meet present needs at that level.

Timeline: September 1993

Mrs. Bishop did not support the motion, noting the insufficient information contained in the Report,

particular relative to the definition of Alternative Education, the lack of substantial evidence relating to parents' concerns on the program, the Report's philosophy not being school-based, the concept of having a Coordinator for Alternative Education and the proposed uniform admission procedures.

Reiterating her concerns with the financial implications of the program, Mrs. Hill expressed her intention to amend the motion by changing the phrase "any additional costs" to "total cost" in the first paragraph.

Ms. Wilson agreed to incorporate Mrs. Hill's suggestion in her motion.

The motion was put to a vote and was CARRIED.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt



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